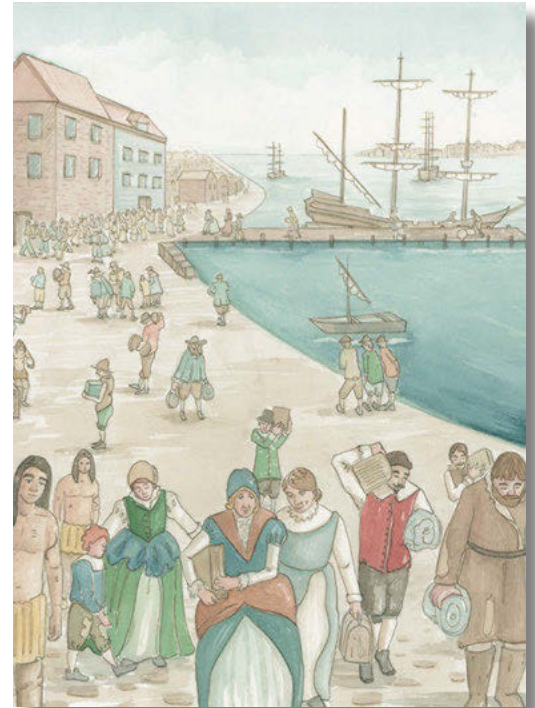
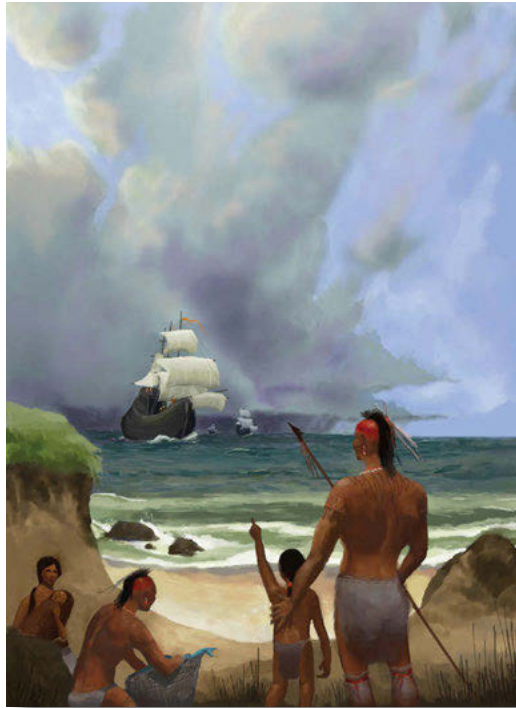


## Listening & Learning™ Strand

# Domains 9 - 11

## Tell It Again!™ Workbook



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**Core Knowledge Language Arts®**



**Domains 9 - 11**  
Tell It Again!™ Workbook

Listening & Learning™ Strand  
GRADE 3

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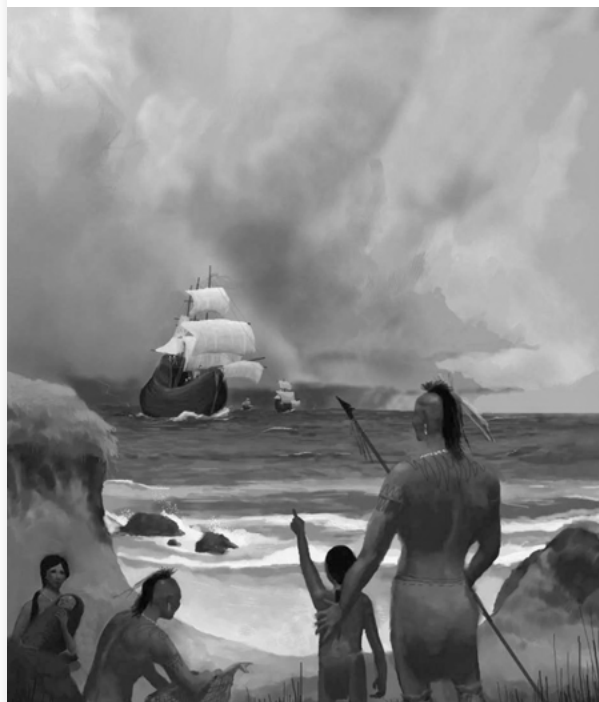
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Core Knowledge Language Arts®



# Domain 9: European Exploration of North America

## Tell It Again!™ Workbook

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Name: \_\_\_\_\_

Take-Home  
Worksheet



## Dear Family Member,

Over the next couple of weeks, your child will be learning about the European explorers of North America. S/he will be learning about what motivated the first European explorers to strike out for the New World.

Below are some suggestions for activities that you may do at home to highlight what your child is learning about the European explorers of North America.

### 1. Sing a Song: “1492”

Listen to and then sing the song “1492” together. If a computer and Internet access is available to you, visit the website <http://www.sisterschoice.com/1492.mp3>. Discuss the song lyrics with your child. Have your child share what they know about some of the Native American groups referenced in the song. You may also wish to have your child share why the year 1492 is such an important date in world history.

### 2. The Transatlantic Journey: Geography

On a world map or globe, have your child locate Asia, Europe, North America, and the Atlantic Ocean. Once your child shows s/he can identify these larger geographic areas, ask your child to locate Spain, Italy, and England in Europe; India in Asia; and the Bahamas and other islands in the Caribbean Sea. Ask your child who Christopher Columbus was, in which country he was born, and who funded his expedition. Ask why Christopher Columbus thought he would find the East Indies if he sailed west across the Atlantic Ocean. Ask your child what motivated kings and queens to sponsor transatlantic voyages, and what motivated explorers to make uncharted journeys to the “New World.”

### 3. Discussion Topics

Ask your child, “If you were an explorer, where in the world would you want to explore?” Have your child pick a place on the globe. Ask your child to envision what life must have been like there five hundred years ago without electricity, indoor plumbing, central heating or cooling, advanced medical care, air travel, etc. Ask the following questions: “How would you prepare for the journey? What would you have to bring? How would you get to your destination? What kinds of jobs would people accompanying you on the journey have to be able to do to make the journey possible?” Ask your child how s/he would feel about arriving in an unfamiliar land with a foreign landscape, seeing unfamiliar people who look different from those from his/her culture, who speak an unfamiliar language. Ask, “How would you survive in the new land? How would you communicate with the inhabitants? How would you figure out where to go in an uncharted land? How would you feed yourself? Would you stay and make a new home, or try to find a way back home?”

Now ask your child to imagine that s/he was a Native American seeing Europeans arrive in his or her homeland. Ask, “What would you think? How would you feel? How would you decide whether or not to become friends with the newcomers?”

#### **4. Sayings and Phrases: Last Straw**

Discuss with your child what the saying “the last straw” means. This saying comes from the longer phrase, “it was the last straw that broke the camel’s back.” Explain how this saying reflects the concept of how small burdens can accumulate so much that, in the end, it’s almost as if just one piece of straw (a dried, hollow part of a plant stem) could cause the camel to collapse. In reality, the camel is collapsing under the weight of all the accumulated burden, e.g., the hundreds of pounds of luggage already on its back. Come up with an example that uses the phrase “the last straw” in a sentence that has relevance to your child.

#### **5. Words to Use**

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child if possible. Otherwise, make up a sentence that uses these words.

- *propose*—I propose we order out for dinner tonight instead of cooking.
- *conquistadors*—The Spanish conquistadors were more interested in finding gold in the New World than they were in the possibilities of creating Spanish settlements.
- *colonization*—The British colonization of the New World resulted in the original Thirteen Colonies.
- *disastrous*—Oil spills and other types of human pollution have disastrous effects on ecosystems in the affected areas and far beyond.
- *investigative*—The scientist’s investigative research helped solve the mystery behind the existence of microscopic organisms called bacteria.

#### **6. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. I have included a list of recommended trade books related to the European Exploration of North America that may be found at the library, as well as a list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

Take-Home  
Worksheet



## **Recommended Resources for European Exploration of North America**

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### **Trade Book List**

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It is highly recommend that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

1. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*, by Jean Fritz (PaperStar, 1994) ISBN 0698116380
2. *Beyond the Sea of Ice: The Voyages of Henry Hudson*, by Joan Elizabeth Goodman (Miyaka Press, 1999) ISBN 0965049388
3. *Champlain*, by Christopher Moore (Tundra Books, 2004) ISBN 0887766579
4. *The Discovery of the Americas*, by Betsy and Giulio Maestro (HarperCollins Publishers, 1991) ISBN 0688115128
5. *Early Explorations: The 1500s (Hispanic America)*, by Roger E. Hernandez (Marshall Cavendish Corporation, 1992) ISBN 9780761429371
6. *Exploration and Conquest: The Americas After Columbus*, by Betsy Maestro (HarperCollins Publishers, 1994) ISBN 0688154743
7. *Explorers Who Got Lost*, by Diane Sansevere-Dreher (Tor Books, 2005) ISBN 9780812520385
8. *Exploring the Americas (Chester the Crab's Comix with Content)*, by Bentley Boyd (The Daily Press, Inc., 2007) ISBN 9780972961639
9. *First Voyage to America: From the Log of the "Santa Maria"*, by Christopher Columbus (Dover Publications, 1991) ISBN 9780486268446
10. *Francisco Vasquez de Coronado*, by Kristin Petrie (Abdo ConsultingGroup, Inc., 2004) ISBN 1591975972
11. *Henry Hudson*, by Kristin Petrie (Abdo Consulting Group, Inc., 2007) ISBN 9781596797413
12. *Henry Hudson: Seeking the Northwest Passage*, by Carrie Gleason (Crabtree Publishing Company, 2005) ISBN 0778724441
13. *Henry Hudson (What's so Great About . . .?)*, by Carol Parenzan Smalley (Mitchell Lane Publishers, 2007) ISBN 1584154799



14. *Hudson: Henry Hudson Searches for a Passage to Asia (Exploring the World)*, by Robin S. Doak (Compass Point Books, 2003) ISBN 9780756511449
15. *Hudson: The Story of a River*, by Robert C. Baron and Thomas Locker (Fulcrum Publishing, 2004) ISBN 1555915124
16. *John Cabot*, by Kristin Petrie (Abdo Consulting Group, Inc., 2004) ISBN 159197593X
17. *The Life and Times of John Cabot*, by Earle Rice, Jr. (Mitchell Lane Publishers, Inc., 2007) ISBN 1584154519
18. *Life in a California Mission*, by Sally Senzell Isaacs (Reed Educational & Professional Publishing, 2002) ISBN 9781588104141
19. *The Picture History of Great Explorers*, by Gillian Clements (Frances Lincoln Children's Books, 2004) ISBN 1845074645
20. *Ponce de León: Exploring Florida and Puerto Rico*, by Rachel Eagen (Crabtree Publishing Company, 2006) ISBN 9780778724483
21. *River of Dreams: The Story of the Hudson River*, by Hudson Talbot (G. P. Putnam's Sons, 2009) ISBN 9780399245213
22. *Samuel de Champlain*, by Elizabeth MacLeod (Kids Can Press Ltd., 2008) ISBN 9781554530502
23. *Samuel de Champlain: From New France to Cape Cod*, by Adrianna Morganelli (Crabtree Publishing Company, 2006) ISBN 9780778724506
24. *The Settling of St. Augustine*, by Janet Riehecky (World Almanac Library, 2003) ISBN 0836854047 (Note: This book contains partial nudity on p. 13.)
25. *Spanish Missions (A True Book)*, by John Perritano (Scholastic Inc., 2010) ISBN 0531212386
26. *The Spanish Missions of California (A True Book)*, by Megan Gendell (Scholastic Inc., 2010) ISBN 0531212408
27. *The Spanish Missions of Florida (A True Book)*, by Eric Suben (Scholastic Inc., 2010) ISBN 9780531212417
28. *The Spanish Missions of New Mexico (A True Book)*, by Robin Lyon (Scholastic Inc., 2010) ISBN 9780531212424
29. *The Spanish Missions of Texas (A True Book)*, by Megan Gendell (Scholastic Inc., 2010) ISBN 0531212432
30. *St. Augustine (Places in American History)*, by Frances E. Ruffin (Weekly Reader Early Learning Library, 2006) ISBN 9780836864199

Name: \_\_\_\_\_

Take-Home  
Worksheet



31. *The Usborne Book of Explorers: From Columbus to Armstrong*, by Felicity Everett and Struan Reid (Usborne Publishing Ltd, 2007) ISBN 9780794515331
32. *When Cultures Meet (National Geographic Reading Expeditions)*, by John Perritano (National Geographic School Publishing, 2006) ISBN 0792254554

### Websites

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1. “1492” Song  
<http://www.sisterschoice.com/1492.html>
2. Christopher Columbus  
<http://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/>
3. Conquistadors  
<http://www.pbs.org/opb/conquistadors/home.htm>
4. Explorer’s Timeline  
<http://www.mce.k12tn.net/explorers/explorers.htm>
5. Henry Hudson  
<http://pbskids.org/bigapplehistory/early/topic1.html>
6. Hernando de Soto  
[http://www.tnhistoryforkids.org/places/de\\_soto\\_memorial](http://www.tnhistoryforkids.org/places/de_soto_memorial)
7. History of Navigation  
<http://boatsafe.com/kids/navigation.htm>
8. Interactive Map of Early Exploration of North America  
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u2/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html)
9. John Cabot  
<http://users.rcn.com/farrands/explorers.htm#Cabot>
10. Kids: Journey With Cabeza de Vaca  
<http://www.texasbeyondhistory.net/cabeza-cooking/kids.html>
11. National Maritime Museum  
<http://www.rmg.co.uk/TudorExploration/NMMFLASH/index.htm>
12. Samuel de Champlain  
<http://library.thinkquest.org/4034/champlain.html>

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Name: \_\_\_\_\_

*Directions: Draw and/or write in sentences what you have learned about Christopher Columbus and his voyages. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Columbus sail?

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2. For which country did Columbus sail?

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3. What area(s) did Columbus explore?

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4. Describe the land, the people encountered, and the resources found.

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Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about Juan Ponce de León and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*

- 1. Why did Ponce de León sail?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2. For which country did Ponce de León sail?  
\_\_\_\_\_
  
- 3. What area(s) did Ponce de León explore?  
\_\_\_\_\_
  
- 4. Describe the land, the people encountered, and the resources found.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name: \_\_\_\_\_

*Directions: Study this map of Ponce de León's and Hernando de Soto's explorations. Answer the questions using the map. After you are done, turn the page over and draw and/or write information that you have learned about Hernando de Soto and his expeditions. Remember to write complete sentences that begin with a capital letter and end with correct punctuation.*



1. This map shows the routes of two Spanish explorers. Who are they?  
\_\_\_\_\_
2. Which explorer traveled to Florida's east coast?  
\_\_\_\_\_
3. Which explorer reached the Mississippi River?  
\_\_\_\_\_





1. Why did Hernando de Soto sail?

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2. For which country did Hernando de Soto sail?

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3. What area(s) did Hernando de Soto explore?

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4. Describe the land, the people encountered, and the resources found.

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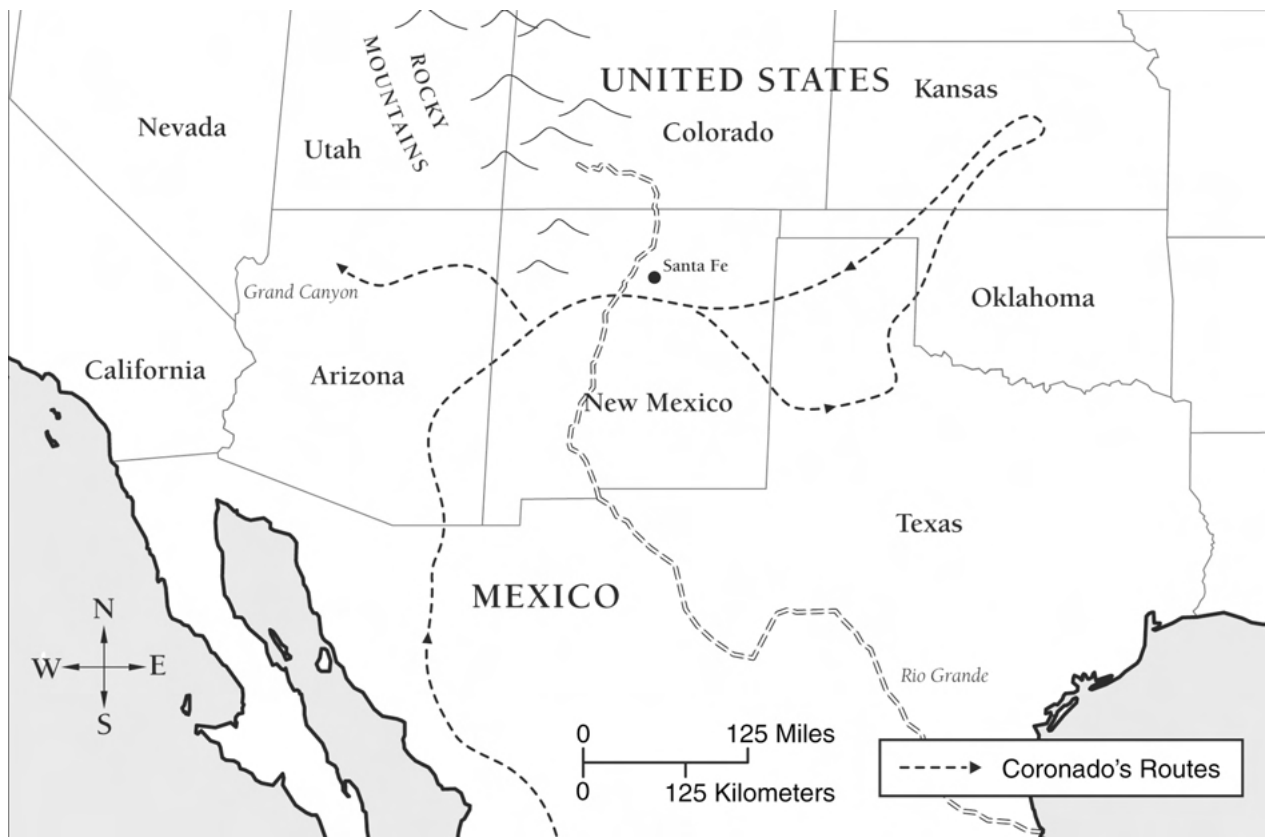
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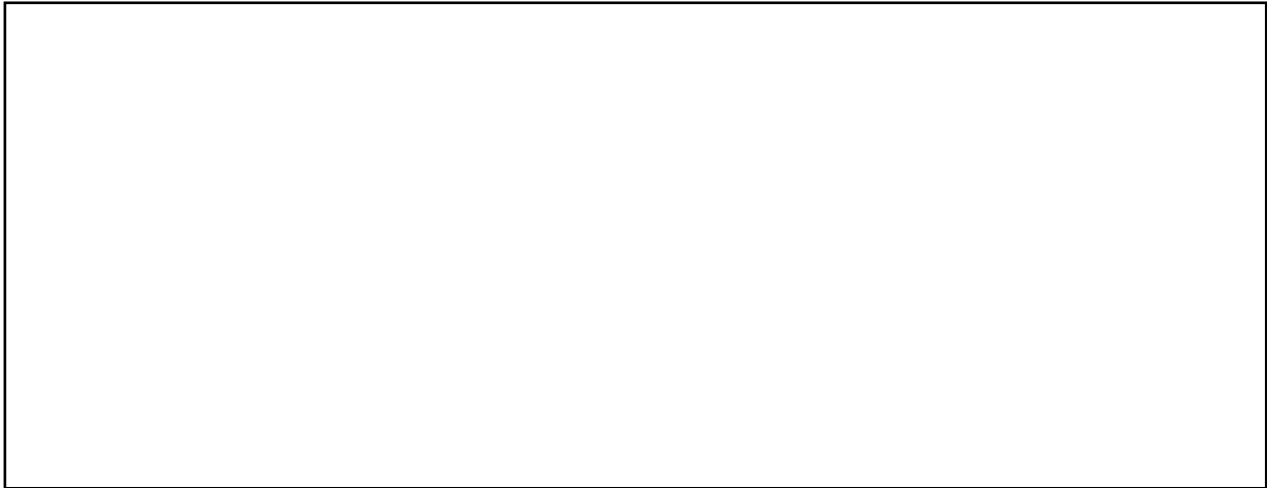
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Name: \_\_\_\_\_

*Directions: Study this map of explorations led by Francisco Vasquez de Coronado. Answer the questions using the map. After you are done, turn the page over and draw and/or write information that you have learned about Coronado and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. The broken line with arrows shows  
\_\_\_\_\_
2. Coronado and his men traveled through the states of what are now Texas, Kansas, Oklahoma, New Mexico, and  
\_\_\_\_\_
3. Some of Coronado's men traveled as far northwest as the  
\_\_\_\_\_



1. Why did Coronado explore?

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2. For which country did Coronado explore?

---

3. What area(s) did Coronado explore?

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4. Describe the land, the people encountered, and the resources found.

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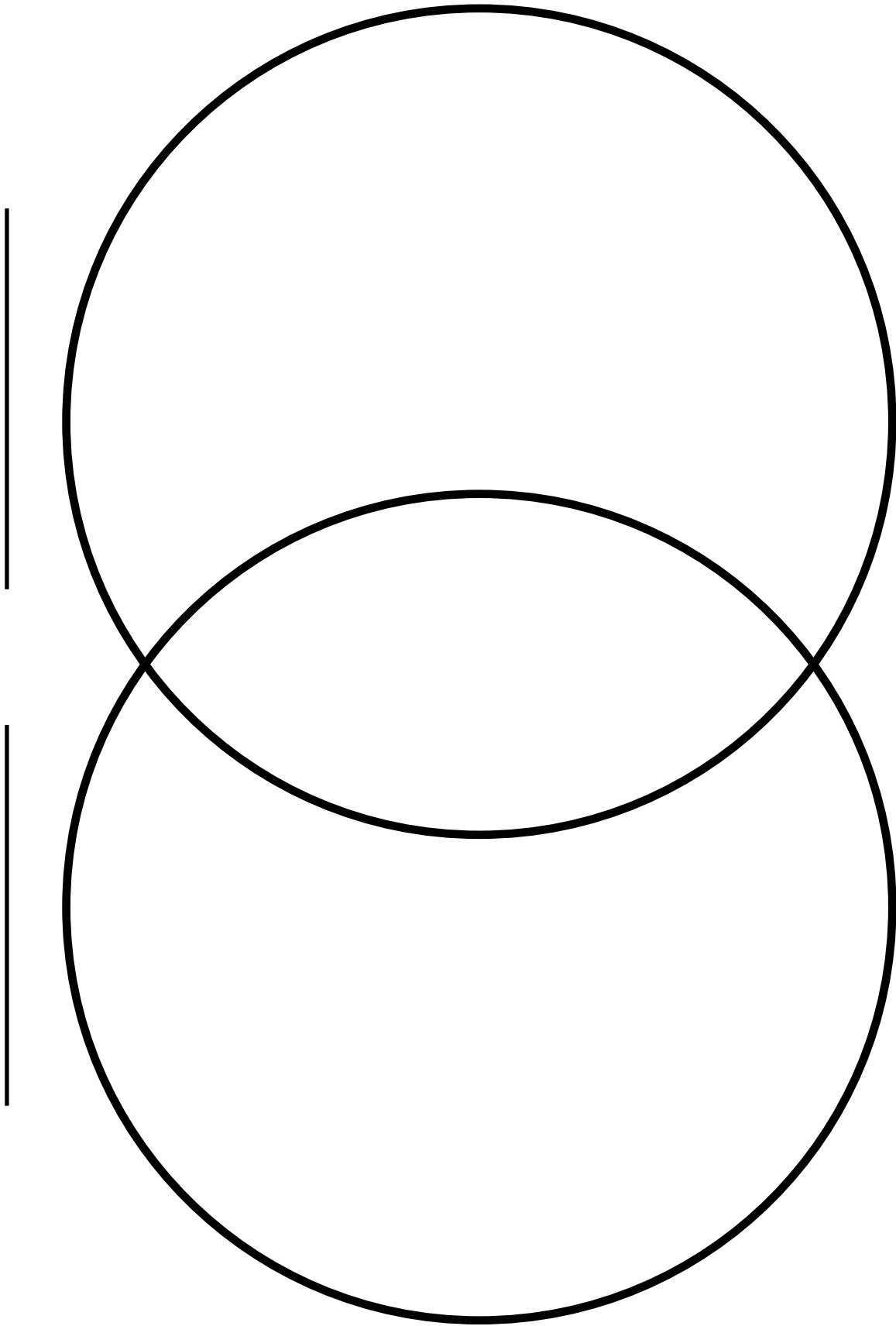
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Name: \_\_\_\_\_

*Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.*



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Name: \_\_\_\_\_

*Directions: Draw and/or write in sentences what you have learned about Spanish missions in North America. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. What is a mission, and why did the Spanish want to start missions in North America?

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2. In what area(s) of North America did the Spanish start missions?

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3. Describe what the missions looked like, what activities took place at the missions, and how different native people reacted to what the missionaries tried to do.

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Name: \_\_\_\_\_

Take-Home  
Worksheet



## Dear Family Member,

We hope your child is enjoying learning about the European explorers of North America. We are now embarking on the second half of this domain. In these lessons, students will learn about the Spanish settlements in North America, including the first continuously inhabited European settlement of St. Augustine in present-day Florida. Your child also will learn about the expeditions of John Cabot, Henry Hudson, and Samuel de Champlain.

Below are some suggestions for activities that you may do at home to underscore what your child is learning about European explorers of North America.

### 1. Discussion and Geography

Ask your child to tell you what s/he has learned so far about the Spanish settlements in North America. Ask your child to describe how the objectives of the explorers changed over time from conquest to settlement. Ask your child to explain the differences between what conquistadors wanted versus what the later missionaries wanted in the New World. (In the beginning, the Spanish conquistadors were looking for riches. Over time the explorers and missionaries wanted to inhabit the land to “civilize” it and create allies for Spain.) Ask your child to locate on a map the present-day states where these Spanish settlements were. Guide your child in locating the states of Florida, Texas, Arizona, New Mexico, and California on a map.

### 2. Explorers

Over the next several days, ask your child to tell you what s/he knows about the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Ask her or him what countries they were from and which countries funded their expeditions. Ask your child to identify the areas of North America that these men explored on a world map or globe. Have your child describe the explorations of these Europeans.

### 3. Compass and Directions Activity

Go outside with your child, taking along a compass (or print and use the compass rose at [www.marinersmuseum.org](http://www.marinersmuseum.org) to make your own). Relative to your home, identify the directions of east, west, north, and south. Have your child draw an aerial view of your home and its surroundings and indicate these directions on her/his sketch. Remind your child that when s/he learned about the Vikings and the Native Americans earlier this year, s/he learned a mnemonic device to remember the cardinal directions: “Never Eat Soggy Waffles.” (Start at the top of the map and label it ‘N’ for north; then proceed clockwise to place the other cardinal directions on the map.) Think about the states that border your state. Ask your child in which direction s/he would have to go to get to those various states. Now ask about the countries of Canada and Mexico: which way would s/he have to travel to get to those countries? In which direction would he/she travel to get to the Atlantic Ocean or Pacific Ocean?



#### 4. Sayings and Phrases: Touch and Go

Discuss with your child what the saying “touch and go” means. The saying “touch and go” refers to a dangerous situation or precarious condition. The saying comes from a 19th-century British nautical term used to describe a ship that has almost run aground. If the ship touches bottom without getting stuck, it is able to float clear or go again. Think of a recent “near miss” you or your child experienced, and how this saying can be used to describe that incident.

#### 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *achievements*—The Noble Peace Prize winner’s many achievements were celebrated at the last award ceremony.
- *navigational*—The compass is a navigational tool because it always points north and helps you know where you are and where to go.
- *unfamiliar*—When Dorothy came out of her tornado-damaged house and saw the unfamiliar world of Munchkin Land, she knew she wasn’t in Kansas anymore.
- *envisioned*—Christopher Columbus envisioned a much smaller world than what he encountered in reality.

#### 6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Please refer to the list sent home with the previous parent letter of recommended trade books related to the European exploration of North America that may be found at the library, as well as the list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about John Cabot and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*

1. Why did John Cabot sail?

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2. For which country did John Cabot sail?

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3. What area(s) did John Cabot explore?

---

4. Describe the land, the people encountered, and the resources found.

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Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about Henry Hudson and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Henry Hudson sail?

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2. For which country did Henry Hudson sail?

---

3. What area(s) did Henry Hudson explore?

---

4. Describe the land, the people encountered, and the resources found.

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Name: \_\_\_\_\_

*Directions: Draw and/or write information that you have learned about Samuel de Champlain and his expeditions. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



1. Why did Samuel de Champlain sail?

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2. For which country did Samuel de Champlain sail?

---

3. What area(s) did Samuel de Champlain explore?

---

4. Describe the land, the people encountered, and the resources found.

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Name: \_\_\_\_\_

*Directions: For this activity, you will be acting as one of the European explorers who made voyages to North America. Your partner will be an investigative reporter who will ask you questions about you and your voyages. To prepare for this interview, review the information you have in your Expedition Log, and use this page to record information you will need to answer your partner's questions.*

I am \_\_\_\_\_.

(Write the name of the explorer your teacher assigned to you or that you chose to be for this activity)

I was born in the country of \_\_\_\_\_.

My voyages were sponsored by \_\_\_\_\_.

I made these voyages because

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---

When I got to the New World, I saw

---

---

Some other things you should know about me and my voyages are

---

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Name: \_\_\_\_\_

*Directions: To prepare for your interview of a European explorer, use this page to write the questions you would like to ask the explorer (such as where he was born, who sponsored his voyage, why he made the voyage, what he saw when he got to the New World, and anything else you would like to know). When you interview the explorer, record the answers to the questions on this sheet.*

I am interviewing \_\_\_\_\_.

(Write the name of the explorer you are interviewing.)

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 3: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question 4: \_\_\_\_\_

Answer: \_\_\_\_\_

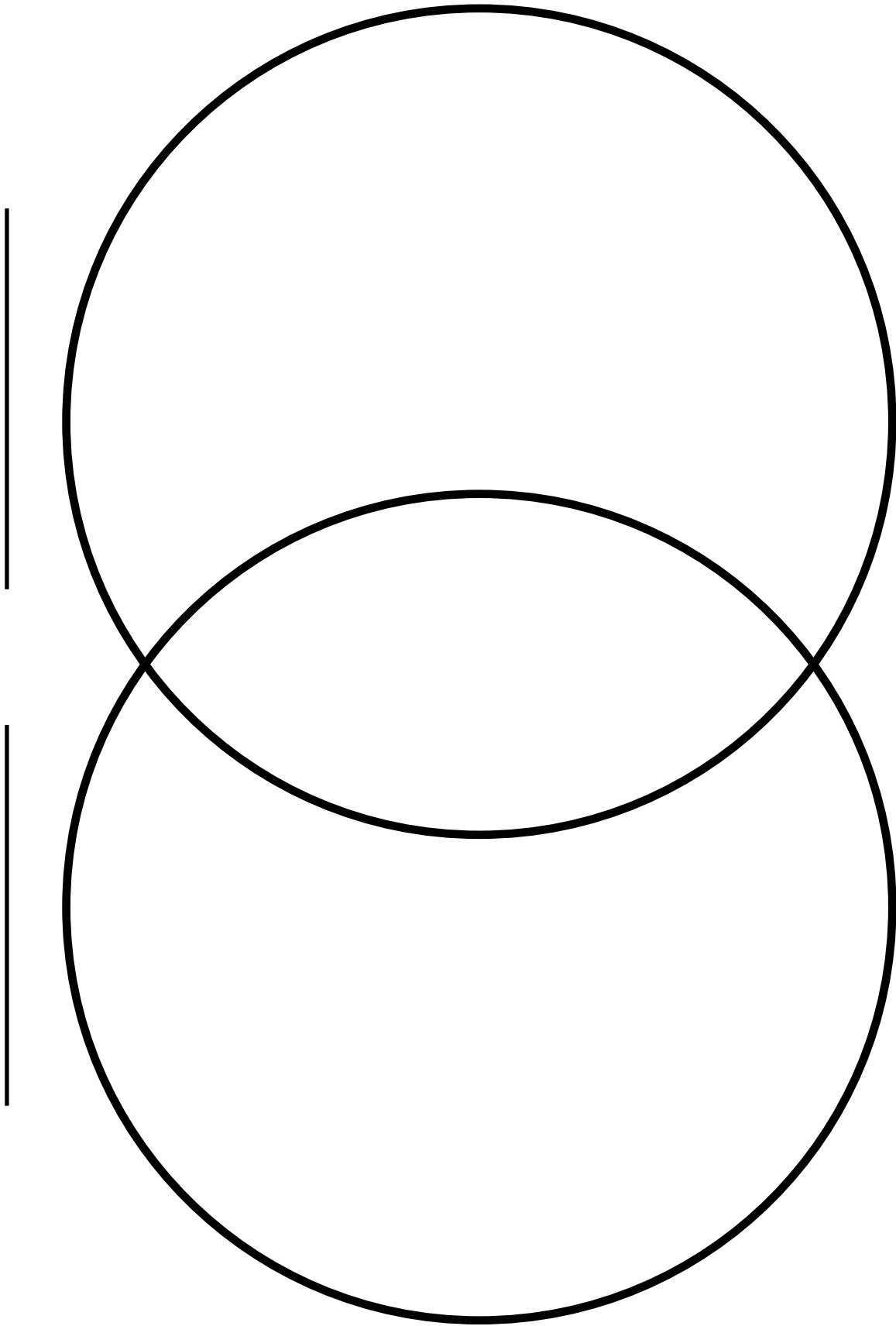
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Question 5: \_\_\_\_\_

Answer: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

*Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.*



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Name: \_\_\_\_\_

Christopher Columbus	Hernando de Soto	Francisco Vasquez de Coronado	John Cabot
Henry Hudson	Samuel de Champlain	Juan Ponce de León	

*Read each statement about an explorer. Use the names in the box to write the correct explorer on the line beside the descriptive statement.*

1. \_\_\_\_\_ This explorer took Chief Vitachuco and the Lady of Cofitachequi prisoner. He was also the conquistador who found a member of the Narváez expedition named Juan Ortiz.
2. \_\_\_\_\_ This explorer was one of the first Europeans to lead an expedition to find a Northwest Passage, and he explored an area that today is Newfoundland and Labrador, Canada.
3. \_\_\_\_\_ This explorer traveled through the Southwest, came across a Zuni village, and was the first known European to see the Grand Canyon.
4. \_\_\_\_\_ This explorer was searching for a Northwest Passage and explored the area that is today the state of New York.

5. \_\_\_\_\_ Legend has it that this explorer may have searched for a Fountain of Youth; he explored the Florida peninsula, as well as the Gulf Stream—the strong current of warm water that flows out of the Gulf of Mexico, around Florida, and up the coast of the southeast portion of the present-day United States.
6. \_\_\_\_\_ This explorer set sail in 1492, a year that changed the world.
7. \_\_\_\_\_ This French explorer mapped the area he called “New France” in present-day Canada and made alliances, or agreements, with native tribes to help defend both the natives and the European settlers.

Name: \_\_\_\_\_

*Directions: Listen to the questions as I read them. Each question is followed by four choices. Circle the choice that best answers each question.*

1. Which of the following explorers was sponsored by King Ferdinand and Queen Isabella of Spain?
  - A. Christopher Columbus
  - B. John Cabot
  - C. Henry Hudson
  - D. Hernando de Soto
  
2. Which of the following cities is the oldest continuously inhabited city in North America settled by Europeans?
  - A. Hispaniola
  - B. Cuba
  - C. St. Augustine
  - D. Manhattan
  
3. Which of the following words means “conqueror” and describes someone who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and take over land?
  - A. friar
  - B. explorer
  - C. missionary
  - D. conquistador
  
4. Which explorer wrote about his friendly contact with native people as he traveled upstream by river in search of a Northwest Passage?
  - A. John Cabot
  - B. Christopher Columbus
  - C. Henry Hudson
  - D. Samuel de Champlain



5. Which European explored the areas that today are Florida, Georgia, South Carolina, and Alabama, and killed more than two thousand Mississippians?
  - A. Christopher Columbus
  - B. Juan Ponce de León
  - C. Hernando de Soto
  - D. Francisco Vasquez de Coronado
  
6. Which explorer took a native chief, Vitachuco, prisoner?
  - A. Christopher Columbus
  - B. Juan Ponce de León
  - C. Hernando de Soto
  - D. Francisco Vasquez de Coronado
  
7. Which of the following words means “the process of taking control of an area and sending people to the newly controlled land to develop a settlement there”?
  - A. converted
  - B. colonization
  - C. expedition
  - D. achievement
  
8. Which of the following words means “unfamiliar”?
  - A. uncharted
  - B. investigative
  - C. demoralized
  - D. disastrous

Name: \_\_\_\_\_

*Directions: Read along as your teacher reads each sentence. Think about the answer to the question or statement. Write two or three complete sentences to answer each question or statement.*

1. Why is 1492 called “the year that changed the world”?

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2. Describe the way Christopher Columbus and his crew members treated the Taino.

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3. Why did the Spanish set up missions in Florida and in other parts of southern and western North America? Describe what life was like on a mission.

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4. Why did Juan Ponce de León leave the island of Hispaniola and explore nearby areas?

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5. Why were some explorers searching for a Northwest Passage, and who are some of those explorers?

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# CORE KNOWLEDGE LANGUAGE ARTS

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*The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).*

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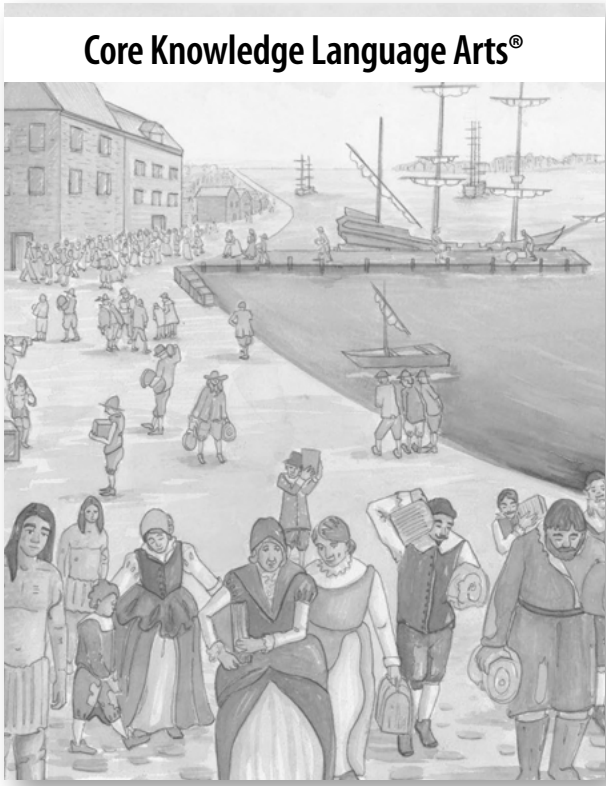
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Take-Home Icon: Core Knowledge Staff; 1B-1: Core Knowledge Staff; 2B-1: Core Knowledge Staff; DA-1: Core Knowledge Staff; DA-1 Answer Key: Core Knowledge Staff

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**Domain 10:**  
**Colonial America**  
Tell It Again!<sup>™</sup> Workbook

Listening & Learning<sup>™</sup> Strand  
**GRADE 3**

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**1B-1**

Take-Home  
Worksheet



## Dear Family Member,

Over the next few weeks, your child will be learning about the time period in history when the thirteen English colonies were established along the east coast of North America. S/he will be learning about what motivated people to come to the New World from England and other countries, and the new possibilities they hoped for in this new land. Your child will also learn about the Native Americans who were already inhabiting this land, and the different geography, climate, industries, and culture of each colonial region: New England, Middle Atlantic, and Southern. Furthermore, s/he will learn about the many challenges the early colonists faced in their new home.

Below are some suggestions for activities that you may do at home to highlight what your child is learning about colonial America.

### 1. Mnemonic Device for the Thirteen Colonies

Using the first letter of each colony, create a mnemonic device together with your child to help them remember the thirteen colonies. (An example of a mnemonic device that your child learned earlier in the year is “**All My Best Friends Represent** vertebrates,” which stands for the five groups of animals they learned about: amphibians, mammals, birds, fish, and reptiles.) You could create a mnemonic device for the colonies according to geography (north to south by region): New Hampshire, New York, Massachusetts (Plymouth and Massachusetts Bay), Rhode Island, Connecticut, Pennsylvania, New Jersey, Delaware, Maryland, Virginia (Jamestown), North Carolina, South Carolina, and Georgia. An example of one possible mnemonic could be “**Near Noon My Rusty Car Puttered Noisily Down Main Vibrating Neighbors’ Sidewalk Games.**”

### 2. The Thirteen Colonies on a Map

Using the Internet or resources you have at home, find a map of the United States that may be copied or traced. Point out the current states that were the original thirteen colonies listed above, reading the names of those states today. Then, have your child trace the entire area of the thirteen colonies and divide it into three regions: New England (New Hampshire, Massachusetts, Rhode Island, and Connecticut); Middle Atlantic (New York, Pennsylvania, New Jersey, and Delaware); and Southern (Maryland, Virginia, North Carolina, South Carolina, and Georgia). (Included in the geographic New England region are present-day Maine, which was once a part of the Massachusetts colony, and present-day Vermont, which was not officially colonized by the English.) Have your child color each region a different color.

### 3. Discussion Topics

Look out your window or, if possible, go for a walk with your child. Ask your child about the geography and climate of your neighborhood (or a place well known to your child). Encourage conversations that lead to descriptions of the terrain (flat land, hills, or mountains; many trees or treeless; sandy, rocky, or fertile soil; near water; etc.); the climate and seasons (dry and hot; mild; warm and moist; cold; etc.); and any other unique characteristics of this place.



Next, brainstorm activities that your child is able to do—or things s/he must do—that are directly linked to the climate and/or geography of this chosen place. For example, if you live in a very cold climate, perhaps it is necessary to wear mittens when you go outside; if you live near water and it is warm, perhaps your child likes to go swimming; or if you live in a hot, dry climate, perhaps you need to take an extra water bottle when you go for a walk.

Now ask your child to imagine that s/he was about to leave this known land for a place completely unknown. Ask, “How would you feel? What supplies would you bring?” As your child learns about each new colony in the coming days, talk about what is similar to and different from the climate and geography where you live and those of the colonies they have been learning about.

#### **4. Sayings and Phrases: Beat Around the Bush**

Discuss with your child the meaning of the saying “beat around the bush.” Explain that the literal basis for this saying comes from a hunting practice many years ago in which hunters would have their servants beat the bushes to scare out the birds. The hunter would wait eagerly for the actual moment to shoot. Remind your child that there may be times when a person is waiting for someone speaking to get right to the point, but the person speaking is “beating around the bush.” Your child will hear the example of John Smith, who did not “beat around the bush,” but instead implemented a very direct plan for the colony of Jamestown. Discuss together times when you did or did not “beat around the bush.” Come up with some examples of instances in which your child could use the phrase “beat around the bush.”

#### **5. Words to Use**

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child if possible. Otherwise, make up a sentence that uses these words.

- *established*—When school began in September, we established that bedtime would be 8:00 pm.
- *consequently*—Colby left her mittens on the bus and consequently had cold fingers on the playground.
- *transformed*—The backyard was transformed after we mowed the long grass, pulled the weeds, and planted pink, prickly flowers.
- *inevitable*—It is inevitable that Treyvaughn’s wiggly tooth will fall out soon.
- *optimistic*—Even with those dark clouds overhead, Steele remained optimistic he would get to stay outside and play.

#### **6. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Please refer to the accompanying list of recommended trade books related to colonial America that may be found at the library, as well as the list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

## Recommended Resources for Colonial America

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### Trade Book List

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1. *1607: A New Look at Jamestown*, by Karen E. Lange (National Geographic, 2007) ISBN 978-1426300127
2. *African-Americans in the Thirteen Colonies (Cornerstones of Freedom)*, by Deborah Kent (Children's Press, 1996) ISBN 978-0516200651
3. *Anne Hutchinson's Way*, by Jeannine Atkins (Farrar, Straus, Giroux, 2007) ISBN 978-1481032155
4. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2000) ISBN 978-0516271941
5. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050027
6. *If You Sailed on the Mayflower in 1620*, by Ann McGovern (Scholastic Inc., 1991) ISBN 978-0590451611
7. *Independence Now*, by Daniel Rosen (National Geographic, 2004) ISBN 978-0792267669
8. *James Towne: Struggle for Survival*, by Marcia Sewall (Atheneum Books for Young Readers, 2001) ISBN 978-0689818141
9. *Life in Colonial Boston (Picture the Past)*, by Jennifer Blizin Gillis (Heinemann Library, 2003) ISBN 978-1403442840
10. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588102973
11. *The Mary Celeste*, by Jane Yolen and Heidi Elisabet Yolen Stemple (Aladdin Paperbacks, 1999) ISBN 978-0689851223
12. *The New Americans: Colonial Times 1620–1689 (The American Story Series)*, by Betsey Maestro and Giulio Maestro (HarperCollins Publishers, 1998) ISBN 978-0060575724
13. *Our Strange New Land: Elizabeth's Jamestown Colony Diary (Book One)*, by Patricia Hermes (Scholastic Inc., 2000) ISBN 978-0439368988
14. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 978-0792266754
15. *The Pilgrims of Plymouth*, by Marcia Sewall (Aladdin Paperbacks, 1986) ISBN 978-0689808616
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern (Scholastic Inc., 1973) ISBN 978-0590461887
17. *Roanoke: The Lost Colony*, by Jane Yolen and Heidi Elisabet Yolen Stemple (Scholastic Inc., 2003) ISBN 978-0689823213
18. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters (Scholastic, 1993) ISBN 978-0439812207
19. *Squanto: Friend of the Pilgrims*, by Clyde Robert Bulla (Scholastic Inc., 1982) ISBN 978-0590440554
20. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac (Voyager Books, 2007) ISBN 978-0152060442
21. *The Starving Time: Elizabeth's Jamestown Colony Diary (Book Two)*, by Patricia Hermes (Scholastic Inc., 2001) ISBN 978-0439369022
22. *The Story of Jamestown (Graphic Library)*, by Eric Braun (Capstone Press, 2006) ISBN 978-0736862103
23. *Struggle for a Continent: The French and Indian Wars 1689–1763*, by Betsey Maestro and Giulio Maestro (HarperCollins Publishers, 2000) ISBN 978-0688134501
24. *Three Ships Come Sailing*, by Gilchrist Waring (The Dietz Press, 2007) ISBN 978-0875170138
25. *Three Young Pilgrims*, by Cheryl Harness (Aladdin Paperbacks, 1992) ISBN 978-0689802089
26. *The Thirteen Colonies (We the People)*, by Marc Tyler Nobleman (Compass Point Books, 2002) ISBN 978-0756509347
27. *Two Cultures Meet: Native American and European (Seeds of Change in American History)*, by Ann Rossi (National Geographic, 2002) ISBN 978-0792286790


## Websites

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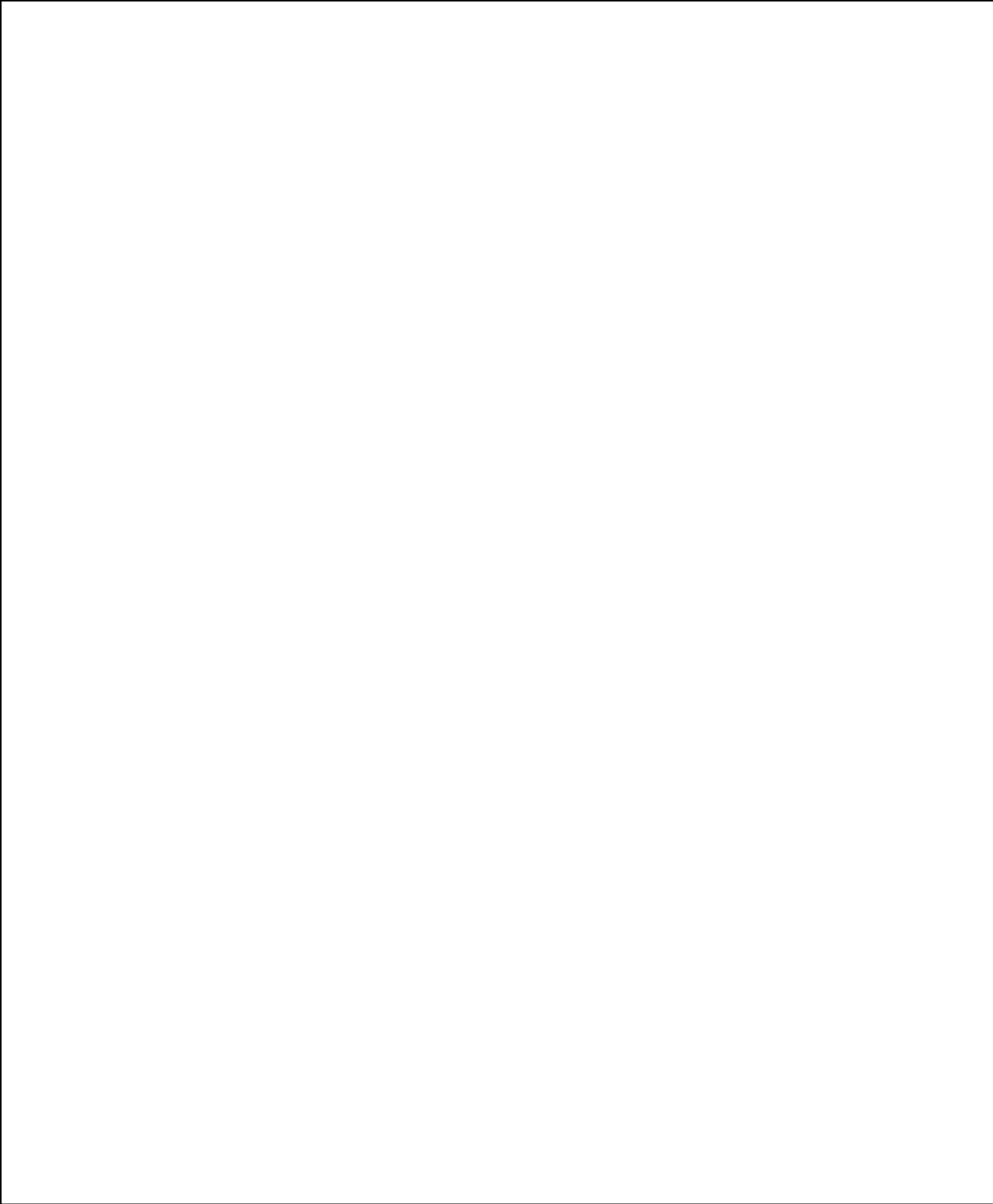
1. 13 Colonies Game  
<http://www.maplelelearning.com/stamphistory/first13colonies.html>
2. 13 Colonies Interactive Map  
<http://www.mrnussbaum.com/13colonies/13int.htm>
3. 13 Colonies Matching Game  
[http://www.softschools.com/social\\_studies/13\\_colonies\\_map](http://www.softschools.com/social_studies/13_colonies_map)
4. 17th-Century Games  
<http://www.teachervision.fen.com/sports/activity/5772.html>
5. America's Story from America's Library  
<http://www.americaslibrary.gov>
6. American Colonies  
<http://faculty.polytechnic.org/gfeldmeth/colchart.html>
7. Brain Pop: Social Studies; U.S. History  
<http://www.brainpop.com/socialstudies/ushistory>
8. Colonial America  
<http://havefunwithhistory.com/HistorySubjects/colonialAmerica.html>
9. Colonial Choices That Made A Difference  
<http://library.thinkquest.org/J0111080>
10. Colonial Kids  
<http://library.thinkquest.org/J002611F>
11. Colonial Maps  
<http://www.libs.uga.edu/darchive/hargrett/maps/colamer.html>
12. Colonial Williamsburg  
<http://www.history.org/kids>
13. Early American Music  
<http://www.earlyamerica.com/music>
14. Interactive Game: Sailing to Jamestown  
<http://www.usmint.gov/kids/coinnews/commemoratives/jamestown>

Name: \_\_\_\_\_

*Directions: Write the name of the colony you have learned about inside the thirteen stars. Fill in the appropriate categories along the thirteen stripes. Draw a picture on the back to show the main ideas about this colony.*


	<b>Region:</b>
	<b>Geography/Climate:</b>
	<b>Important Dates/Facts:</b>
	<b>Key People:</b>
	<b>Industries:</b>
	<b>Motivations:</b>
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	<b>Most Interesting Details:</b>
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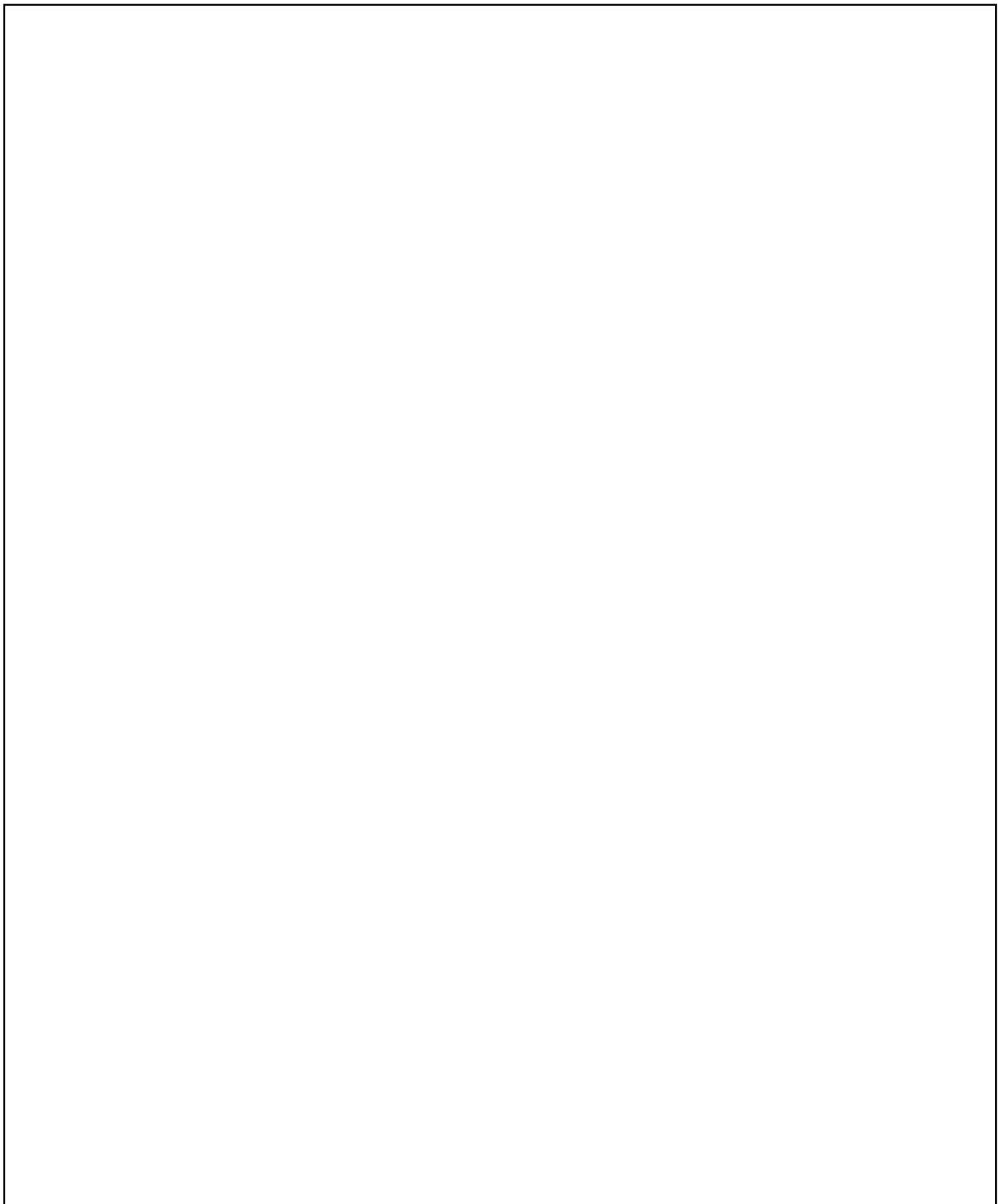


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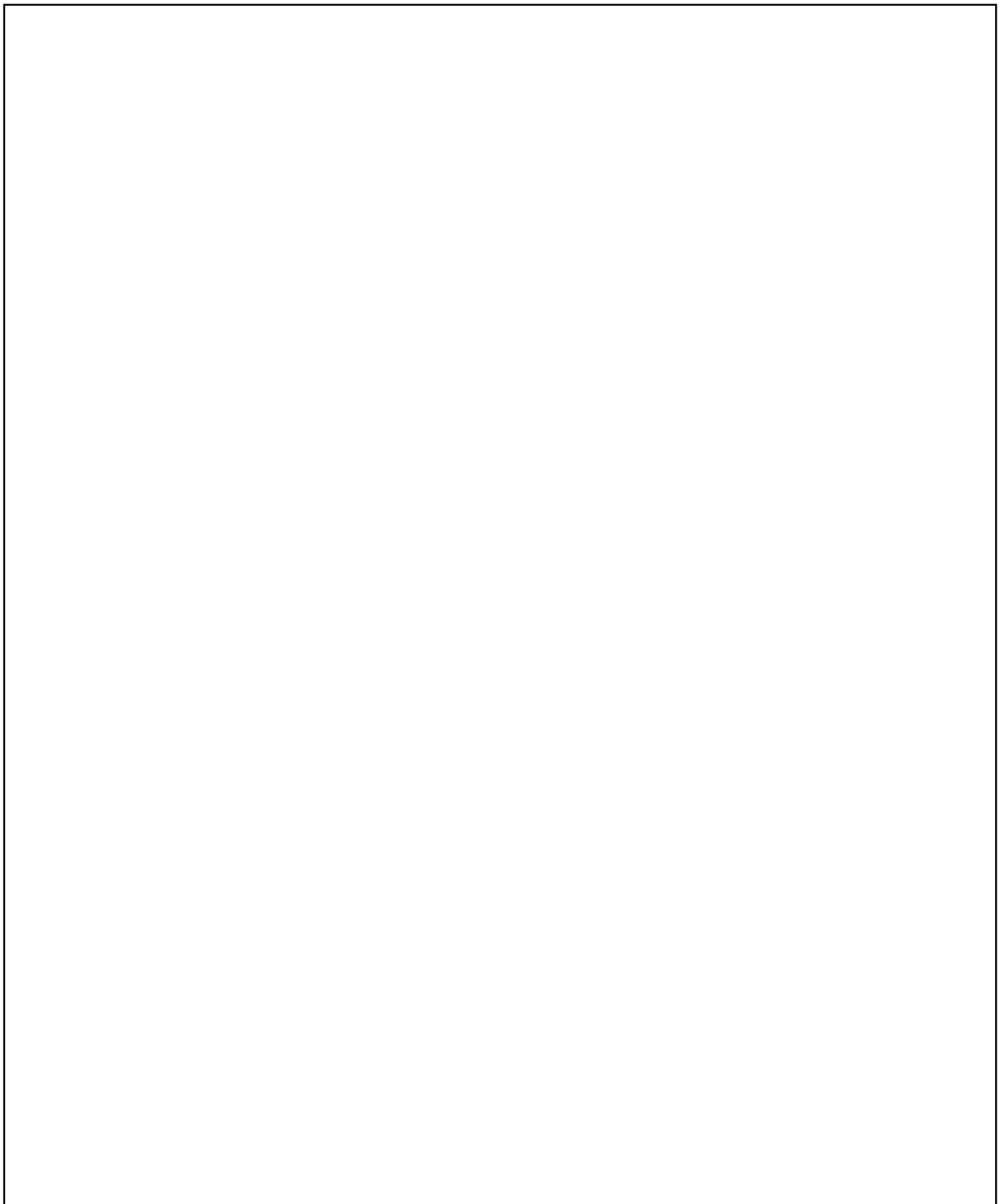
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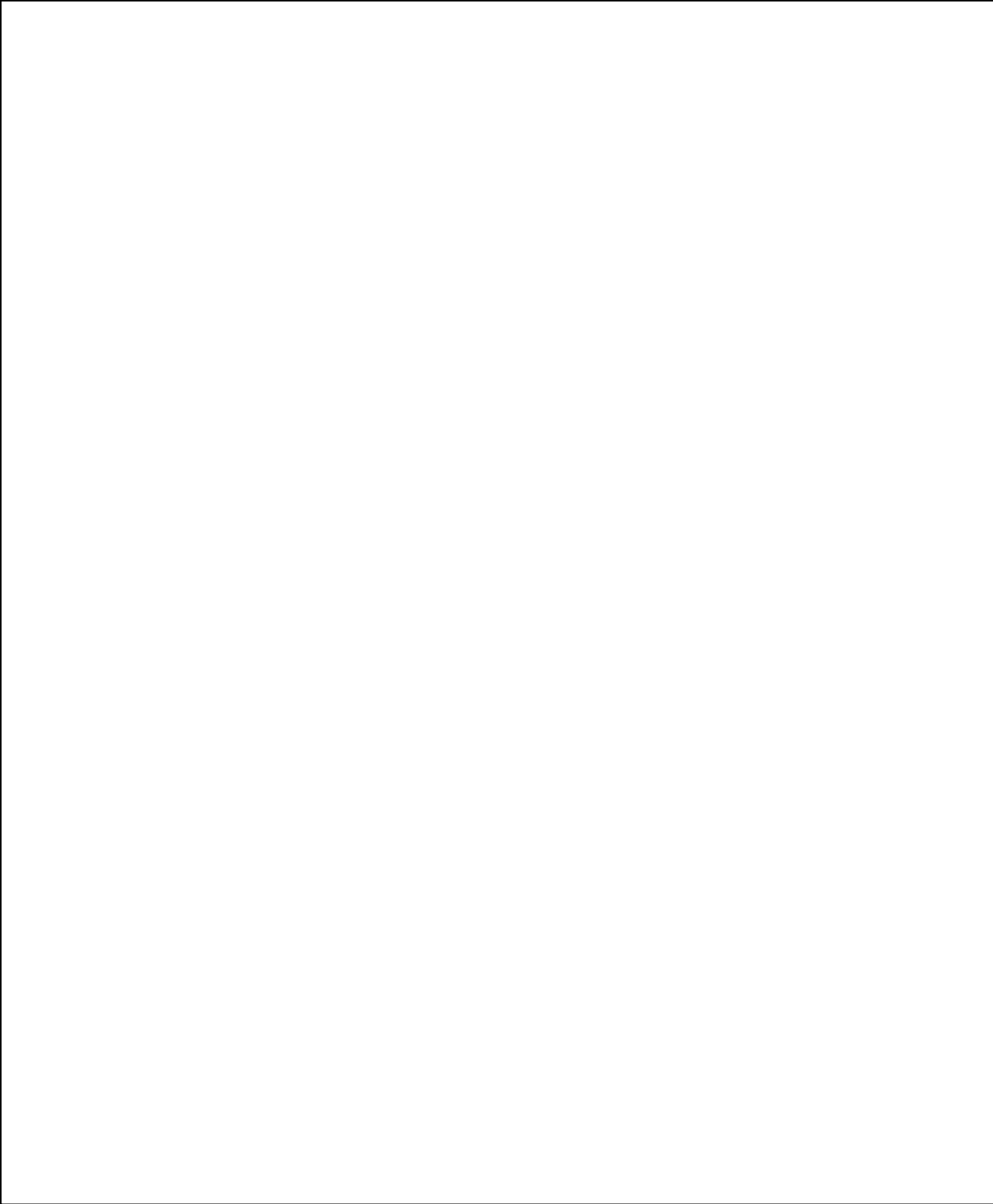
Take-Home  
Worksheet



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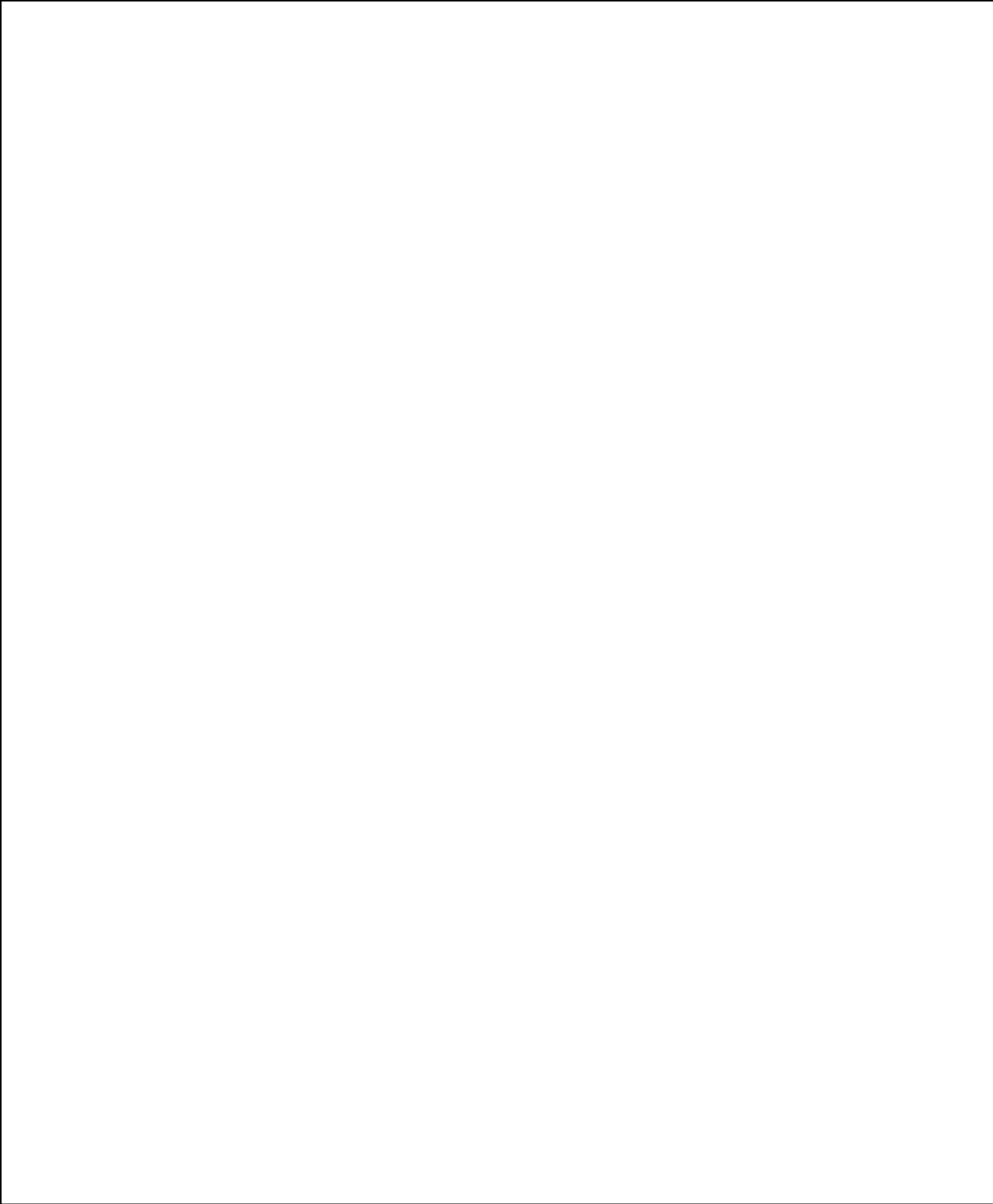
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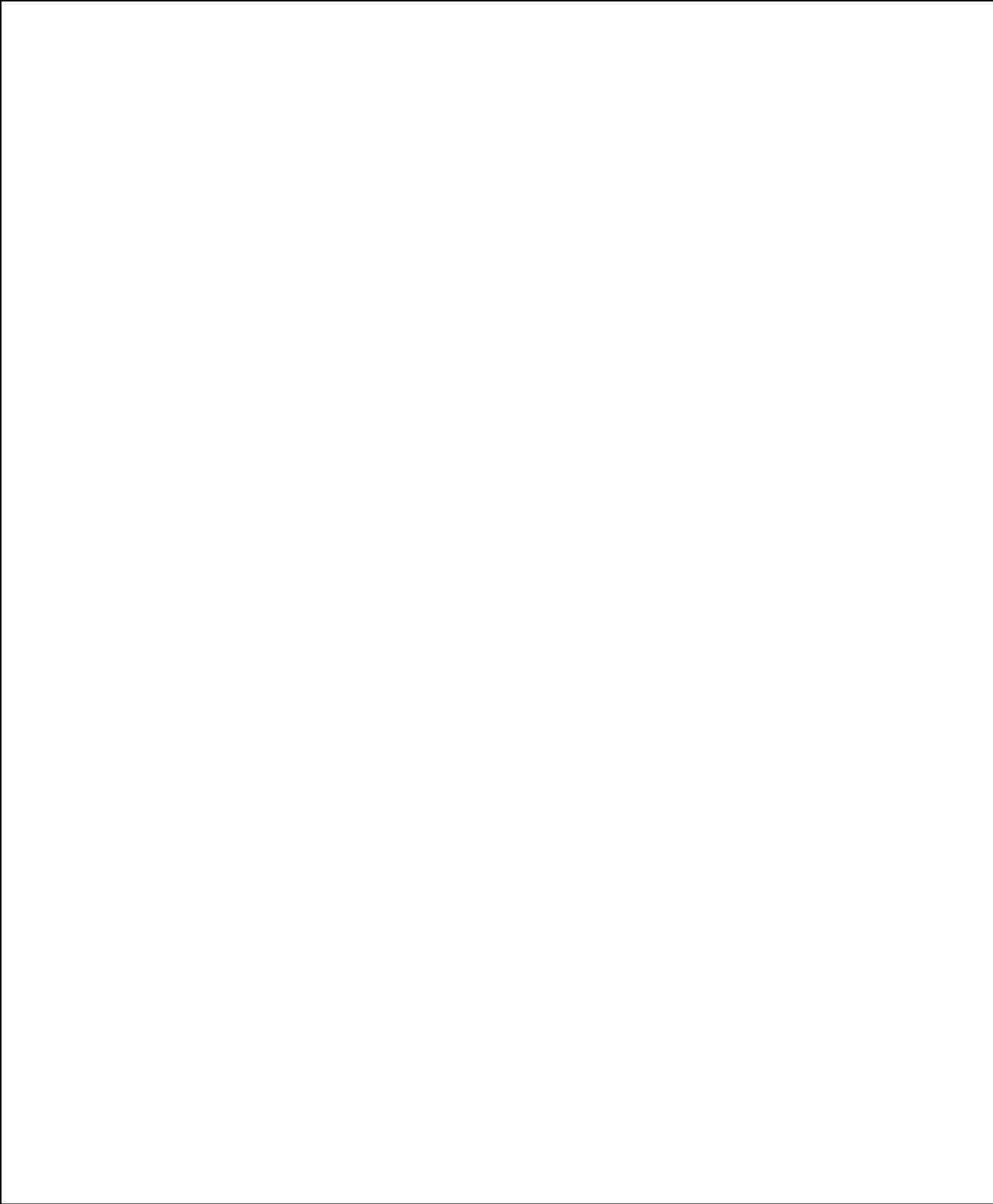


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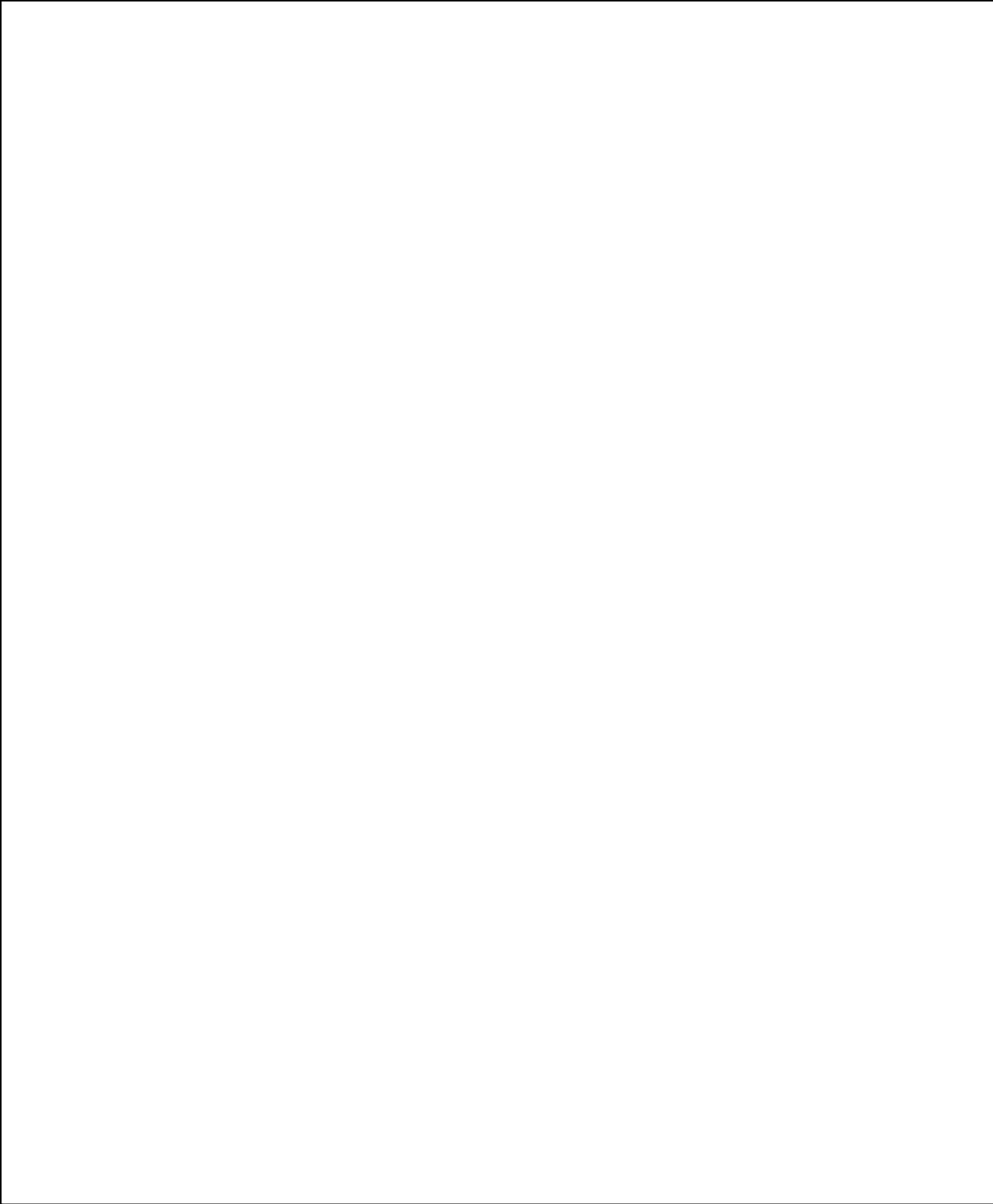


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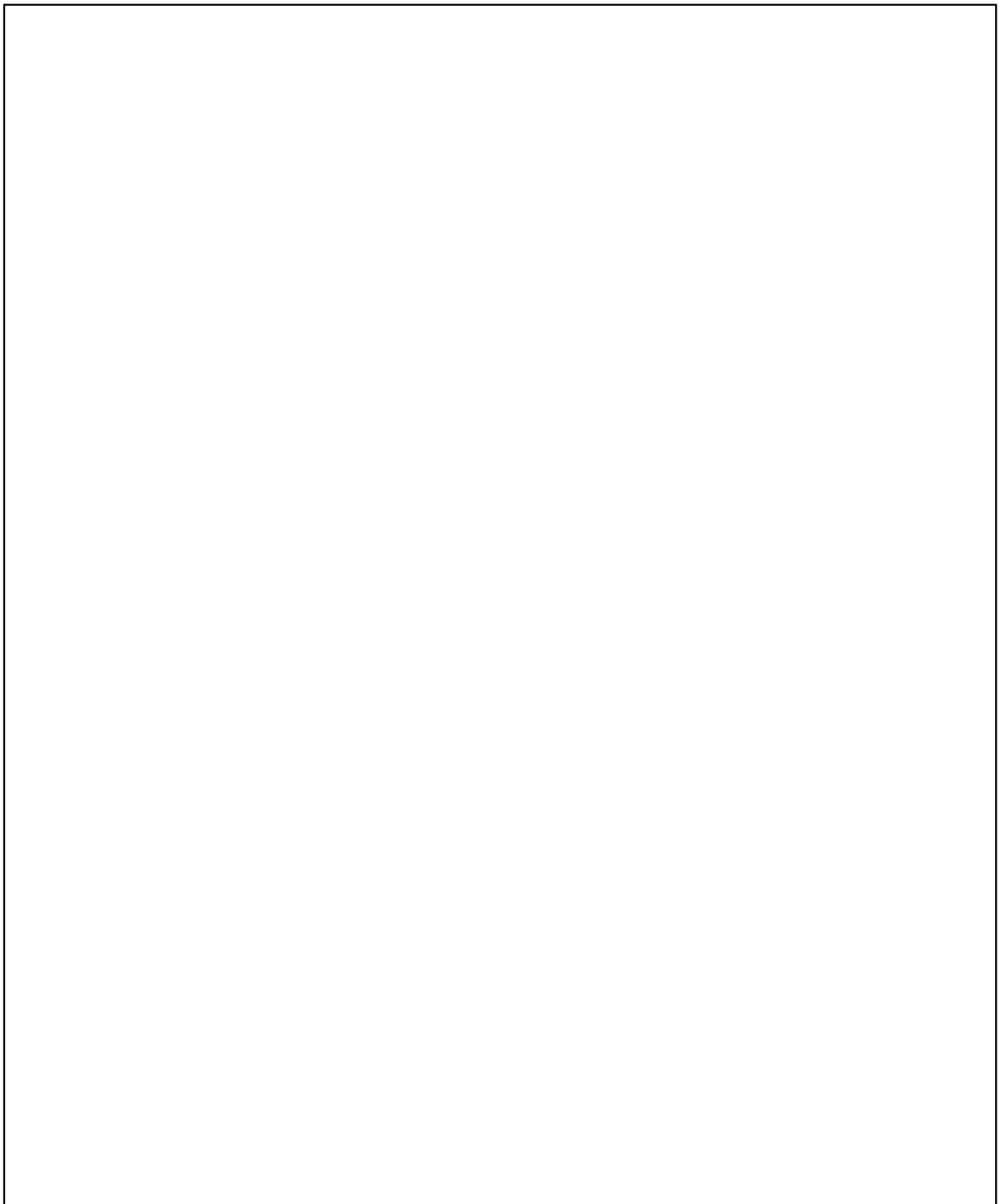
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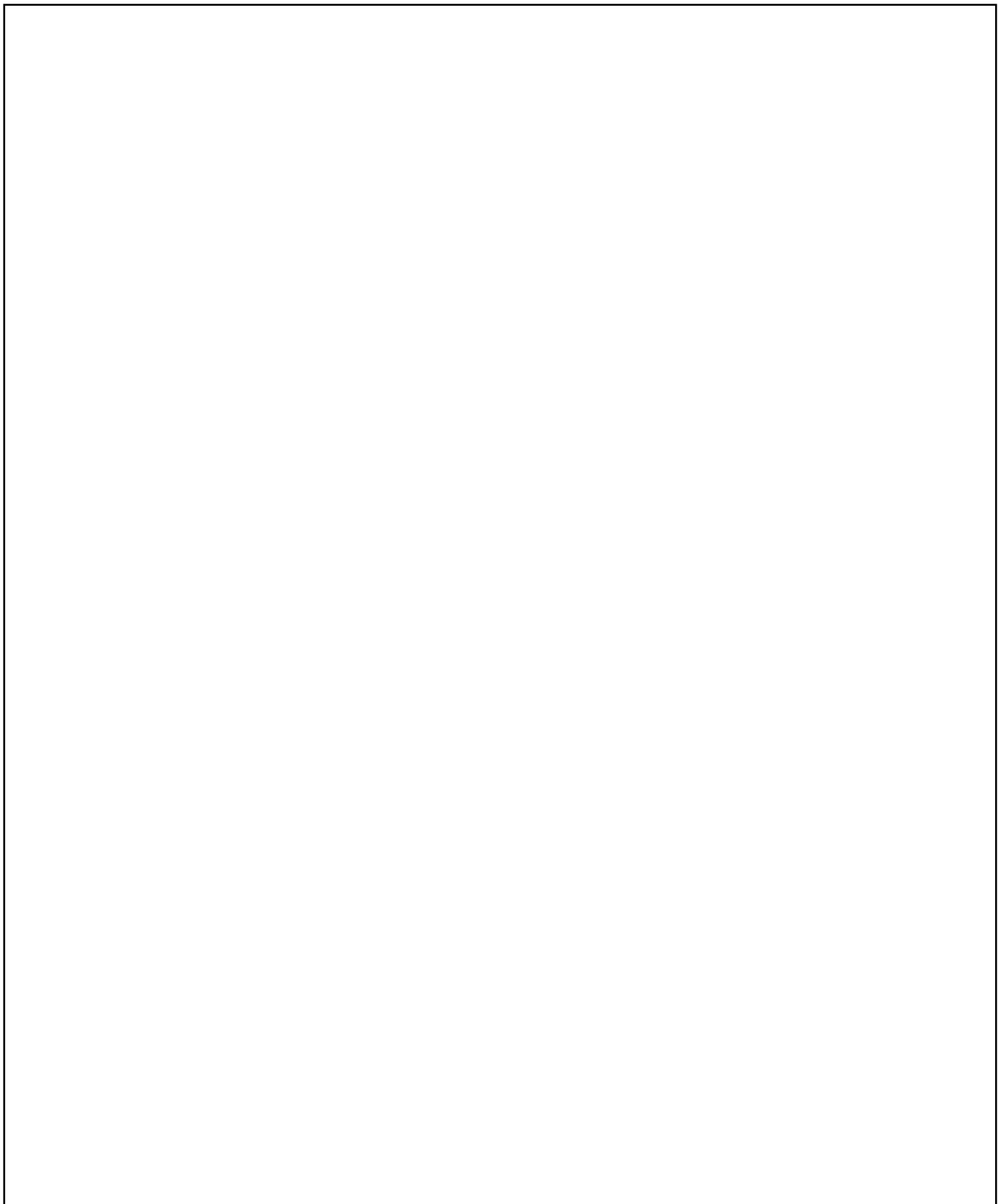
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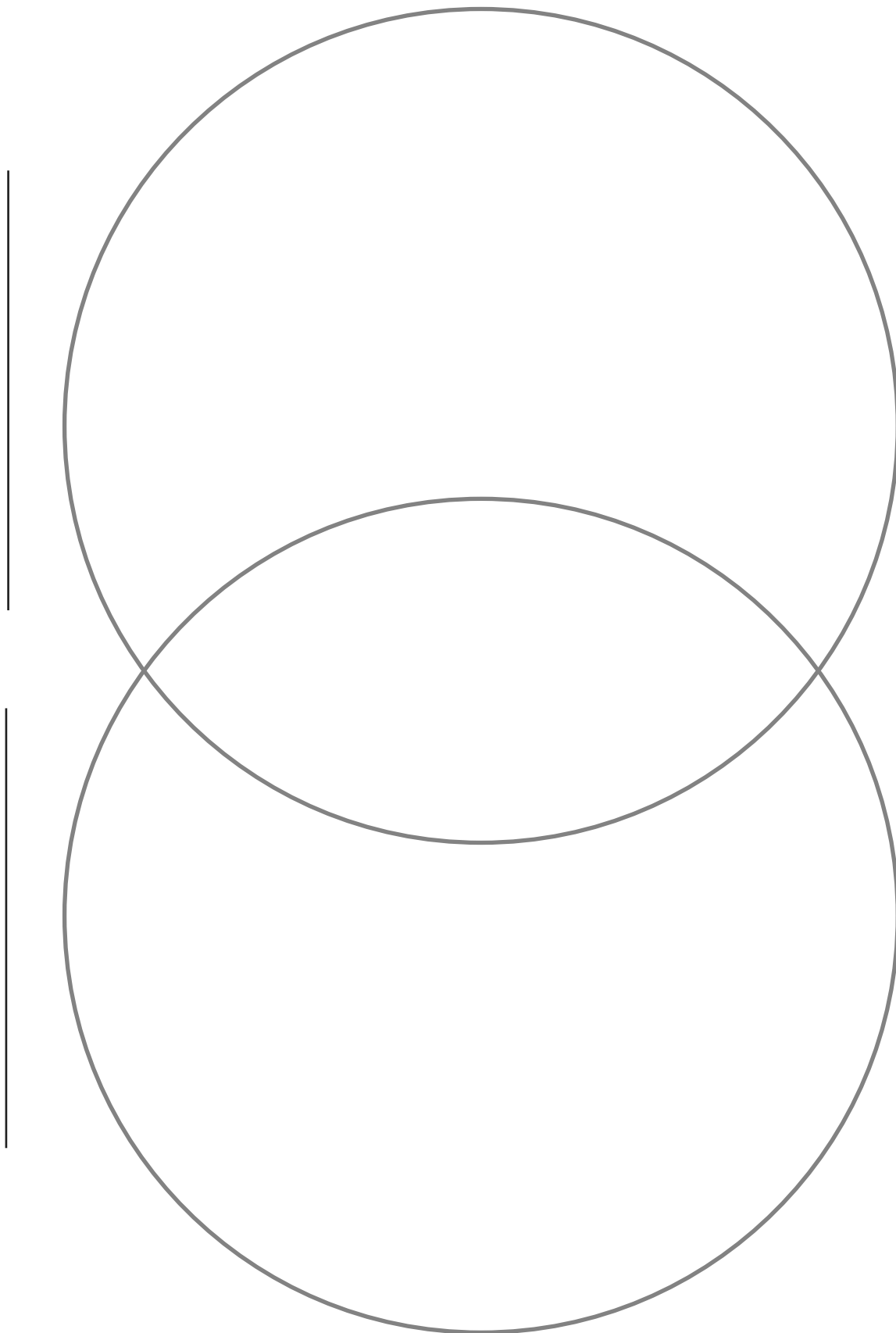
														
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Name: \_\_\_\_\_

*Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.*




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Take-Home  
Worksheet

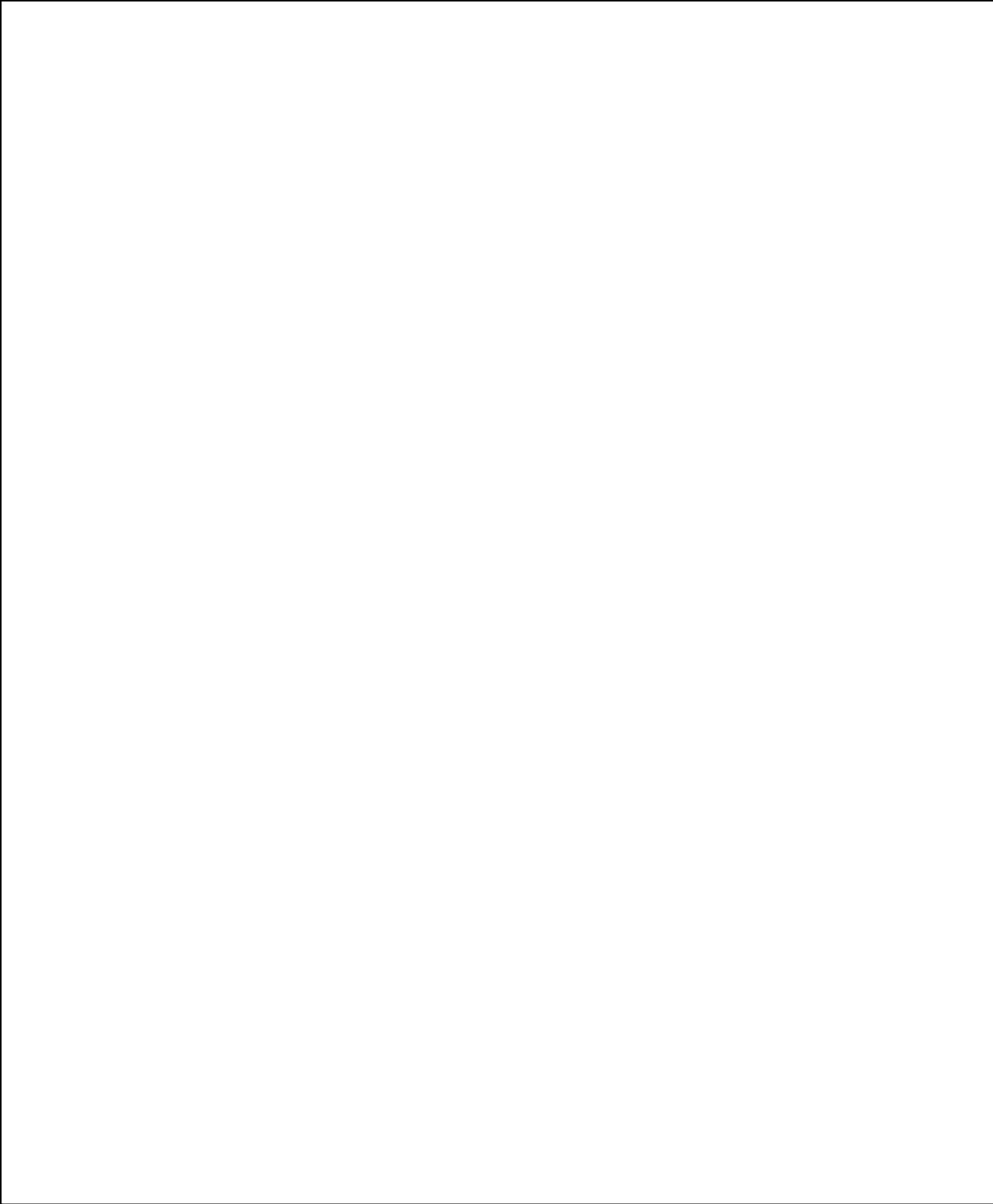


*Directions: Write the name of the colony you have learned about inside the thirteen stars. Fill in the appropriate categories along the thirteen stripes. Draw a picture on the back to show the main ideas about this colony.*

														
<b>Region:</b>			<b>Geography/Climate:</b>			<b>Important Dates/Facts:</b>			<b>Key People:</b>			<b>Industries:</b>		
<b>Motivations:</b>														
<b>Major Cities/Contributions:</b>														
<b>Most Interesting Details:</b>														
<b>Things To Research:</b>														




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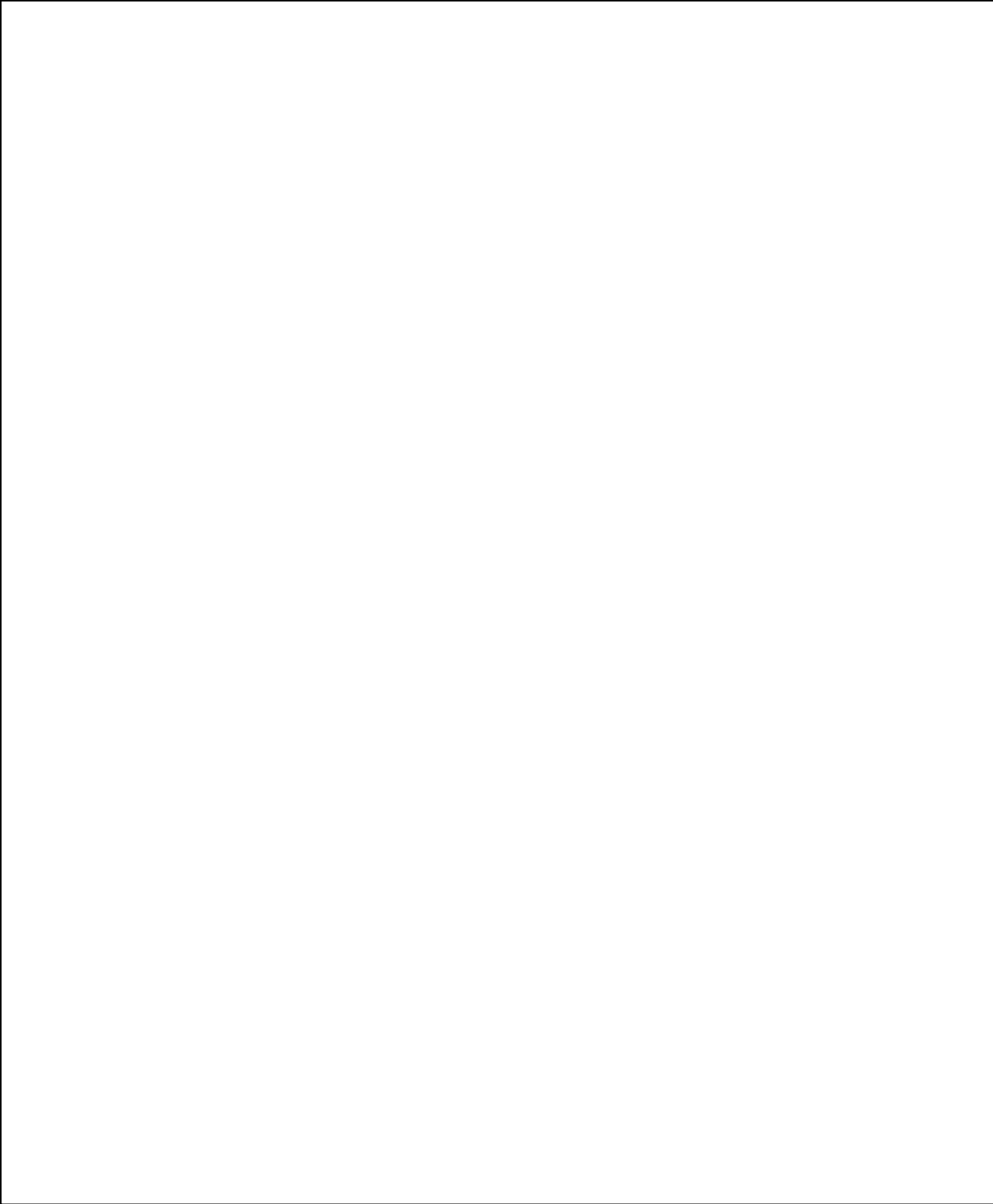
Take-Home  
Worksheet



*Directions: Write the name of the colony you have learned about inside the thirteen stars. Fill in the appropriate categories along the thirteen stripes. Draw a picture on the back to show the main ideas about this colony.*

														
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Name: \_\_\_\_\_

Take-Home  
Worksheet



## Dear Family Members,

I hope your child is enjoying learning about colonial America. Over the next several days, s/he will learn more about the Southern and New England colonies, and will also learn about the Middle colonies. Your child will compare and contrast the daily life and culture among the three regions, and also with present-day life. S/he will hear about the education, work, and play of the colonists, what kind of food they ate, the kinds of clothing they wore, the architecture of their houses and towns, and how town life was different from country life. S/he will also be introduced to the tensions that started the colonists on the road to revolution, and will hear about many of the historical events from this time period, including the Boston Massacre, Boston Tea Party, the ride of Paul Revere, and the signing of the Declaration of Independence.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about colonial America.

### 1. Draw and Write

Have your child draw and write about what s/he is learning about colonial America, such as Peter Stuyvesant's surrender of the Dutch colony of New Amsterdam to the Duke of York; a setting such as one of the busy harbors where trade, exports, and shipbuilding were thriving; or William Penn's plan for Philadelphia, with its grid pattern of tree-lined streets and open, park-like areas—the first English settlement that was planned before it was built. Ask your child to use the vocabulary learned in school as s/he writes about the drawing. Then, have your child draw a city or colony that s/he would plan. Have your child name the settlement.

### 2. Twenty Questions

Play Twenty Questions with your child using the leaders of the colonies and some of their important ideas that helped establish the individual culture of the colonies and/or regions. For example, ask questions about John Rolfe and the tobacco industry in Virginia and the South; Lord Baltimore and religious freedom in Maryland; James Oglethorpe and the debtors in Georgia; William Bradford and self-government in New England; Anne Hutchinson and Roger Williams and freedom of expression in Rhode Island; or William Penn and the equality of all people in Pennsylvania. You may play this game to discuss other topics from this domain, such as the three colonial regions and their climate and industries, or the key people and events related to the events leading to the American Revolution. Remember to take turns being the clue-giver.

### 3. Revolutionary Sayings

Discuss these sayings related to the people and events leading up to the American Revolution:

- “No taxation without representation!”—stated by the colonists to describe why they felt the taxes imposed by Britain were unjust.
- “One, if by land, and two, if by sea”—part of the poem “Paul Revere’s Ride” by Henry Wadsworth Longfellow to describe the plan between Paul Revere and his friend of shining one lantern if the British were coming by land, and two lanterns if they were coming by sea.

- “Give me liberty, or give me death!”—stated by patriot Patrick Henry to express his willingness to fight for freedom.
- “the shot heard round the world”—part of the poem “Concord Hymn” by Ralph Waldo Emerson to describe the first shot fired that started the American Revolution, and which had far-reaching impacts across the world and throughout history.

#### **4. Sayings and Phrases: Actions Speak Louder Than Words**

Discuss with your child the meaning of the saying “actions speak louder than words.” Explain that sometimes an action can send a stronger message than speaking, and discuss with your child how the Boston Tea Party, one of the most important protests in the establishment of America’s independence, was an example of this saying when the colonists threw the British tea into the harbor. Come up with some examples together of things that happen in your home or neighborhood where “actions speak louder than words.” Encourage your child to use this saying.

#### **5. Words to Use**

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child if possible. Otherwise, make up a sentence that uses these words.

- *founding*—July 4th in America marks the founding of a new nation.
- *compulsory*—Wearing a seat belt is compulsory in many states.
- *uninhabited*—There is an uninhabited house at the end of our street.
- *dependence*—Our dependence on cars has depleted one of Earth’s most important natural resources.
- *independence*—Jabin loved the feeling of independence he experienced when he spent time alone in his tree house.


#### **6 Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Refer to the list of recommended trade books related to colonial America that may be found at the library, as well as the informational websites included with the previous Family Letter.


Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

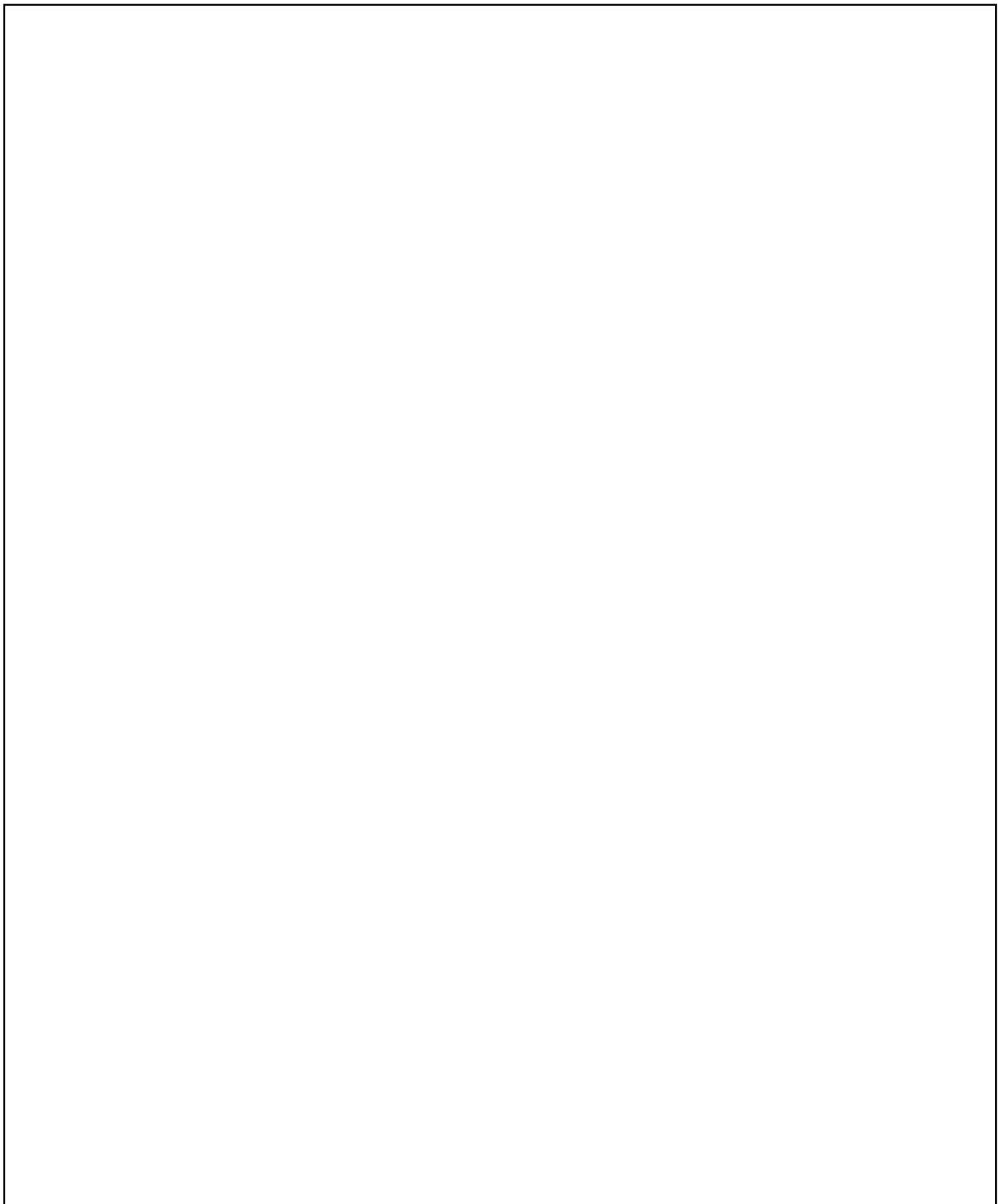
Take-Home  
Worksheet



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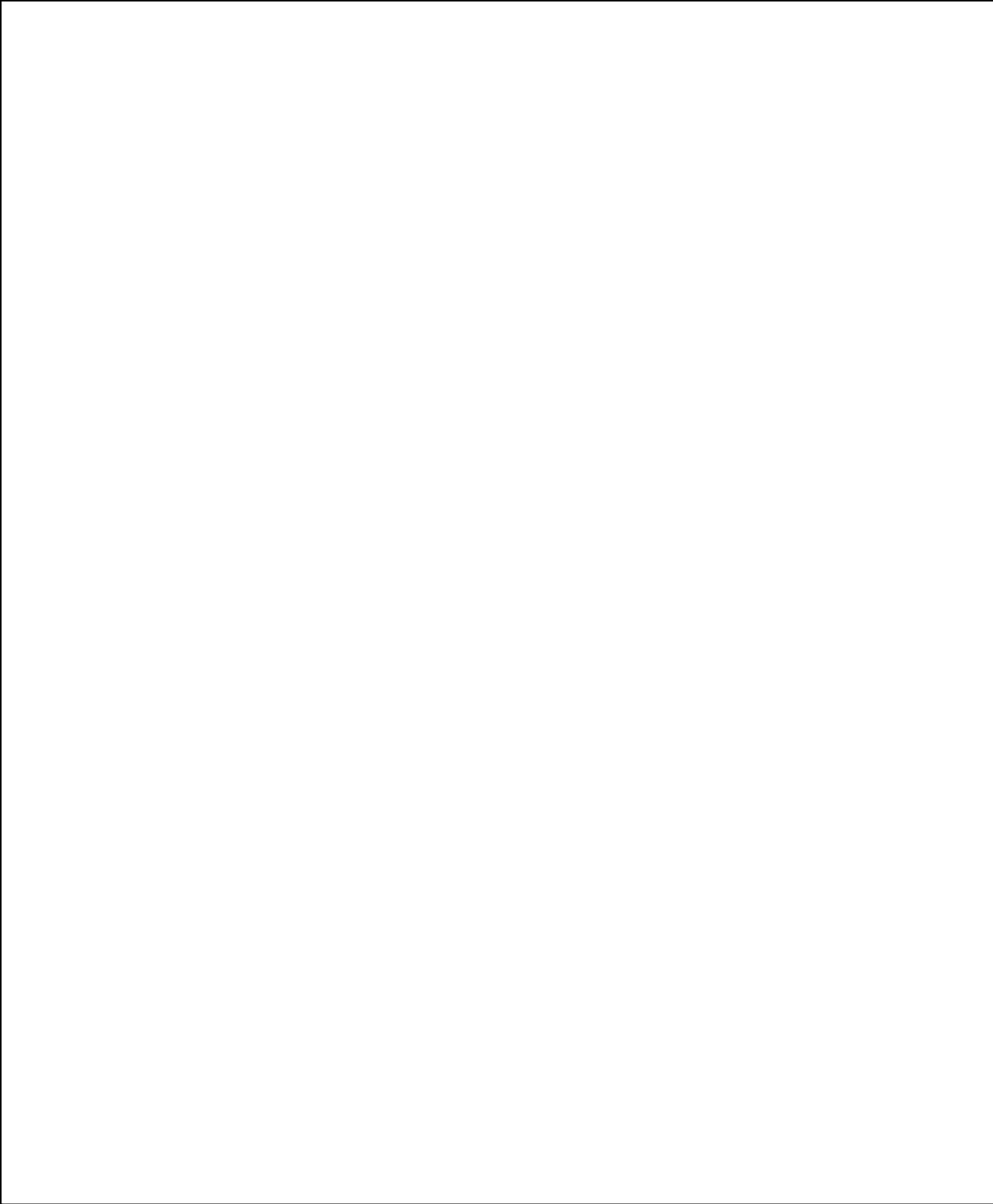


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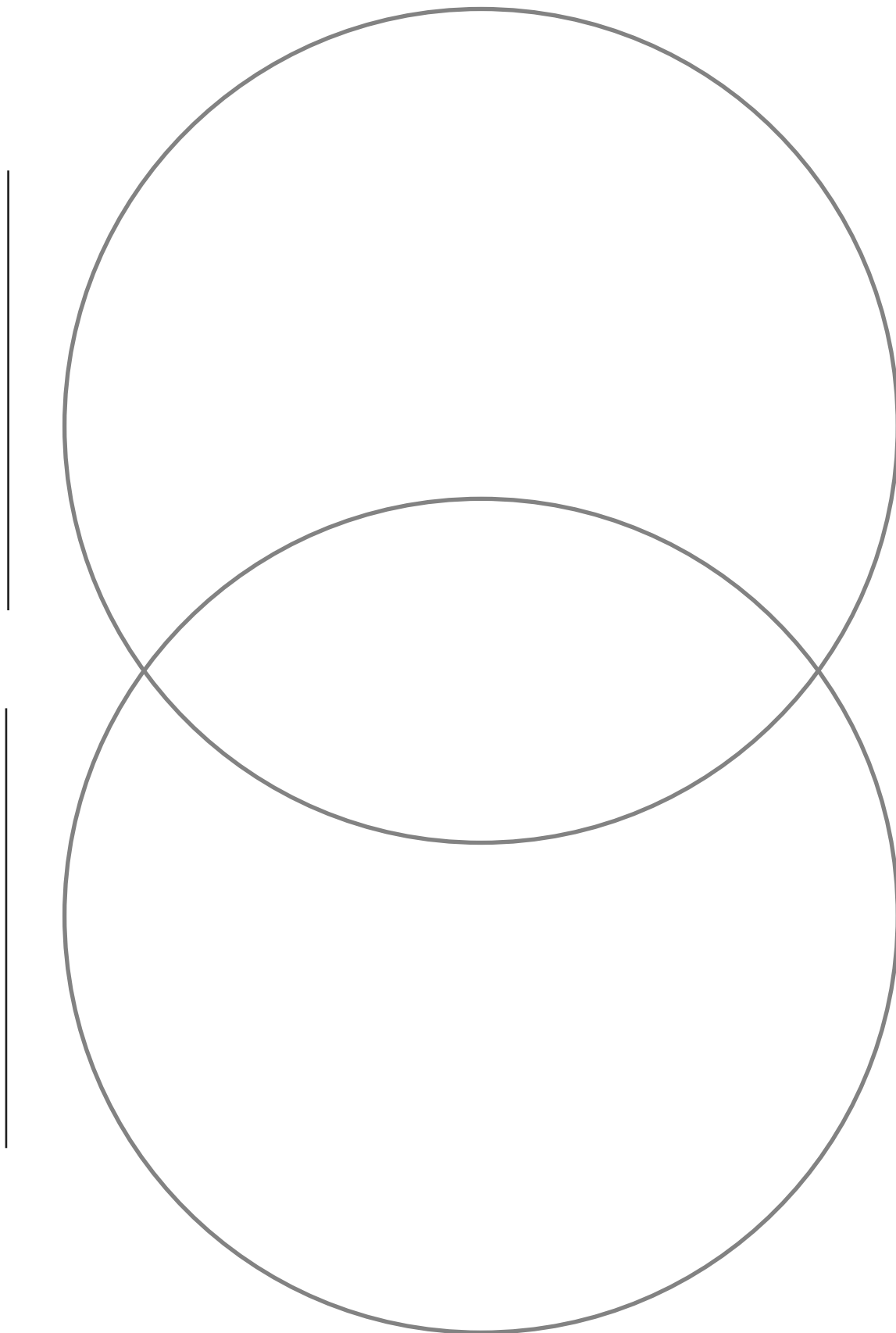




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Name: \_\_\_\_\_

*Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.*



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Name: \_\_\_\_\_

*Directions: Look at the numbers on the map and in the regional key. Then, look at the words below the map. Write the number on the blank beside the correct word.*



_____ Charles Town	_____ New England
_____ Southern	_____ Plymouth
_____ Philadelphia	_____ Boston
_____ Middle Atlantic	_____ New York City
_____ Savannah	_____ Jamestown

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Name: \_\_\_\_\_

*Directions: Read along as your teacher reads the questions and possible answers. Circle the choice that best answers each question.*

1. Which of the following people were **not** exploring and settling in the Americas at the time the English started establishing colonies?
  - A. Greek
  - B. Dutch
  - C. French
  - D. Spanish
  
2. Which of the following was **not** an important city in colonial America?
  - A. Philadelphia
  - B. Boston
  - C. Springfield
  - D. Charles Town
  
3. Which of the following became known as the “Lost Colony”?
  - A. Jamestown
  - B. New York
  - C. Maine
  - D. Roanoke
  
4. In what year did the colonists arrive in Jamestown?
  - A. 1625
  - B. 1492
  - C. 1300
  - D. 1607



5. In what year were the first-known African laborers brought to the colonies?
  - A. 1619
  - B. 1730
  - C. 1520
  - D. 1776
  
6. In what year did the Pilgrims arrive in Plymouth?
  - A. 1492
  - B. 1620
  - C. 1762
  - D. 1585
  
7. On what date did the Founding Fathers approve the Declaration of Independence?
  - A. July 4, 1416
  - B. July 15, 1736
  - C. July 4, 1776
  - D. June 5, 1450
  
8. Which of the following colonies was the first to be successfully settled?
  - A. Roanoke
  - B. Jamestown
  - C. North Carolina
  - D. Connecticut

Name: \_\_\_\_\_

9. Which of the following was **not** one of the three ships that brought the English to Jamestown?
- A. *Godspeed*
  - B. *Mayflower*
  - C. *Discovery*
  - D. *Susan Constant*
10. Which of the following was **not** a cash crop in the Southern colonies?
- A. tobacco
  - B. rice
  - C. wheat
  - D. indigo

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Name: \_\_\_\_\_

*Directions: Read along as your teacher reads each statement. Write two or three complete sentences to respond to each statement. Some of the statements give you a choice of topic.*

1. Explain some of the reasons people came to North America from England and other countries, and describe some of the challenges they faced in the colonies.

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2. Choose one colony and describe some of the people involved in its settlement.

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3. Choose one of the following pairs to compare and contrast: Pilgrims and Puritans; indentured servants and enslaved laborers; everyday colonial life and your present-day life.

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4. Describe the main industries of the three colonial regions.

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5. Describe some of the events that occurred after the thirteen colonies were established that led to the American Revolution. Include one of the following sayings in your description, and explain its meaning: “No taxation without representation”; “One, if by land, and two, if by sea”; “the shot heard round the world”; “Give me liberty, or give me death!”

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*The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).*

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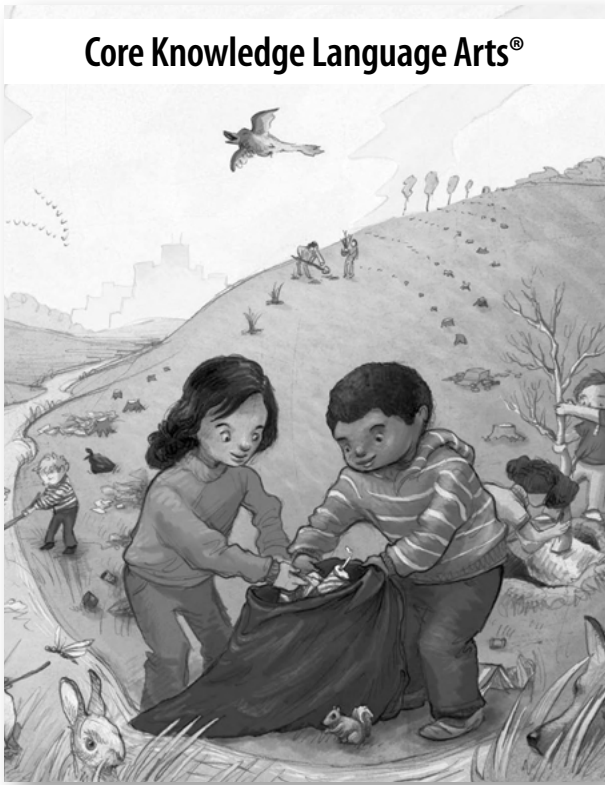
Core Knowledge Staff

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# Domain 11: Ecology

## Tell It Again!™ Workbook

Listening & Learning™ Strand  
GRADE 3

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Name: \_\_\_\_\_

**1B-1**

Take-Home  
Worksheet



## Dear Family Members,

During the next couple of weeks, your child will be learning about ecology, or the study of how living things relate to their environments. S/he will be learning about organisms and why certain organisms live in certain habitats; what an ecosystem is; the difference between a habitat and an ecosystem; how organisms depend on both their environment and other organisms that live in their habitat; how a food chain operates in an ecosystem; and how changes in an ecosystem are caused by both natural events and humans.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about ecology.

### 1. Draw and Discuss

Your child will be hearing the words *ecology*, *ecosystem*, and *ecologist*. Ask your child what the prefix *eco-* means. S/he may recall that it means “house” or “household” in Greek and refers to Earth’s environments as the household of living things. Discuss with your child the fact that ecosystems exist throughout the earth and can be very small, like a puddle, or very large, like an ocean. They can exist either on land or in water. What they all have in common, however, is that they all include living organisms.

Your child will be hearing about certain types of ecosystems, including deserts; savannas; forests; rainforests; freshwater streams, ponds, lakes, and rivers; and saltwater oceans. Have your child select an ecosystem and draw a picture of it. The picture may include various organisms and nonliving things that exist within the ecosystem. Have your child describe the habitat of the living organisms in the ecosystem (i.e., under a rock on the sea bed) and what role each of the organisms plays in the food chain of the ecosystem (i.e., producer, consumer, or decomposer).

### 2. Walk and Categorize

Choose a place where you and your child can walk and observe an ecosystem, such as a beach near an ocean or lake, a trail through a forest, or on a neighborhood street. As you walk with your child, ask your child to point out the living and nonliving things that exist in that ecosystem. Have your child categorize the living things according to the role each plays in the food chain (i.e., producer, consumer, or decomposer).

After you have completed the walk through the ecosystem, you may wish to have your child draw either a food chain or a food web that shows the relationships between the living organisms s/he observed on the walk. Your child may also label the picture, using the terms s/he learned in school while studying ecology.

### 3. Topics to Discuss

Your child will be hearing the words *equilibrium* and *disequilibrium*. Discuss with your child the meaning of *equilibrium* (in balance) and *disequilibrium* (out of balance). Ask your child to explain how equilibrium is maintained in an ecosystem. (Changes occur gradually, allowing organisms time to adapt to the changes.) Ask your child to explain how an ecosystem can experience disequilibrium. (Changes occur, and organisms try to restore a balance of nature, but are unable to do so.) Discuss with your child various events, both those that occur naturally and those caused by humans, that can cause disequilibrium.

### 4. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *interdependent*—The animals and plants in every habitat are all interdependent.
- *tolerant*—Tariq knew that his pet lizard was not tolerant of cold temperatures, so he bought a special heating lamp to put in the terrarium to keep Liz warm.
- *tier*—Parker decorated the three tiers of the wedding cake with her favorite flower—lavender.
- *stable*—Camden decided that he was ready to adopt a kitten and give it a stable home.
- *static*—Mayuko was happy to see that his good grades remained static throughout third grade.

### 5. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to ecology that may be found at the library, as well as a list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_



## Recommended Resources for Ecology

### Trade Book List

#### Ecology and Conservation

1. *Air Pollution (A True Book)*, by Rhonda Lucas Donald (Children's Press, 2002) ISBN 0516259989
2. *Aliens from Earth: When Animals and Plants Invade Other Ecosystems*, by Mary Batten (Peachtree, 2008) ISBN 1561454508
3. *Buried in Garbage*, by Bobbie Kalman and Janine Schaub (Crabtree, 1991) ISBN 9780865054547
4. *The Green Alphabet: A First Look at Ecology*, by Donna L. Hurst and Allison Wagner Taylor (Eloquent Books, 2010) ISBN 9781609116422
5. *John Muir: America's Naturalist*, by Thomas Locker (Fulcrum Publishing, 2003) ISBN 9781555917050
6. *The Lorax*, by Dr. Seuss (Random House Books for Young Readers, 1971) ISBN 9780394823379
7. *Oil Spill!*, by Melvin Berger (HarperCollins Publishers, 1994) ISBN 0064451216
8. *Recycling (A True Book)*, by Rhonda Lucas Donald (Children's Press, 2001) ISBN 0516273566
9. *A River Ran Wild*, by Lynne Cherry (First Voyager Books, 2002) ISBN 9780152163723
10. *Trash!*, by Charlotte Wilcox (Carolrhoda Books, 1988) ISBN 0876143117
11. *Water Pollution (A True Book)*, by Rhonda Lucas Donald (Children's Press, 2001) ISBN 0516273574
12. *What if There Were No Bees?: A Book about the Grassland Ecosystem*, by Suzanne Slade (Picture Window Books, 2011) ISBN 9781404863941
13. *What if There Were No Gray Wolves?: A Book about the Temperate Forest Ecosystem*, by Suzanne Slade (Picture Window Books, 2011) ISBN 9781404863958
14. *What if There Were No Lemmings?: A Book about the Tundra Ecosystem*, by Suzanne Slade (Picture Window Books, 2011) ISBN 9781404863965
15. *What if There Were No Sea Otters?: A Book about the Ocean Ecosystem*, by Suzanne Slade (Picture Window Books, 2011) ISBN 9781404863972
16. *Why Should I Protect Nature?*, by Jen Green (Barron's, 2005) ISBN 0764131540
17. *Why Should I Recycle?*, by Jen Green (Barron's, 2005) ISBN 0764131559
18. *Why Should I Save Energy?*, by Jen Green (Barron's, 2005) ISBN 0764131567
19. *Why Should I Save Water?*, by Jen Green (Barron's, 2005) ISBN 0764131575

#### Ecology and Ecosystems

20. *Arctic Tundra (Habitats)*, by Michael H. Forman (Children's Press, 1997) ISBN 051620372X
21. *Backyard Bear*, by Anne Rockwell and illustrated by Megan Halsey (Walker & Company, 2006) ISBN 0802795730
22. *The Beauty of the Beast: Poems from the Animal Kingdom*, by Jack Prelutsky (Alfred A. Knopf, Inc., 1997) ISBN 0679970584
23. *Changes in Animal Habitats*, by Steve Parker (QEB Publishing, Inc., 2009) ISBN 9781595667731
24. *City Park (Habitats)*, by Wendy Davis (Children's Press, 1997) ISBN 0516203703
25. *Coral Reef (Habitats)*, by Gary W. Davis (Children's Press, 1997) ISBN 0516203754
26. *Desert Food Chains*, by Bobbie Kalman and Kelley MacAulay (Crabtree Publishing Company, 2005) ISBN 0778719901
27. *Food Chain Frenzy (The Magic School Bus Chapter Book)*, by Anne Capeci (Scholastic Inc., 2003) ISBN 0439560500

28. *Food Chains*, by Peter Riley (Franklin Watts, 1998) ISBN 0531153673
29. *Joyful Noise: Poems for Two Voices*, by Paul Fleischman (HarperCollins Publishers Inc., 1988) 0060218525
30. *Life in the Rainforests: Animals, People, Plants*, by Lucy Baker (Scholastic Inc., 1990) ISBN 0590461311
31. *A Log's Life*, by Wendy Pfeffer (Aladdin Paperbacks, 2007) ISBN 1416934839
32. *The Magic School Bus Gets Eaten: A Book About Food Chains*, by Patricia Relf (Scholastic Inc., 1996) ISBN 0590484141
33. *One Small Place in a Tree*, by Barbara Brenner (HarperCollins Publishers, 2004) ISBN 068817180X
34. *A Place for Butterflies*, by Melissa Stewart (Scholastic Inc., 2006) ISBN 0439024846
35. *Rainforest Food Chains*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2007) ISBN 9780778719977
36. *Savanna Food Chains*, by Bobbie Kalman and Hadley Dyer (Crabtree Publishing Company, 2007) ISBN 9780778719984
37. *Wetland Food Chains*, by Bobbie Kalman and Kylie Burns (Crabtree Publishing Company, 2007) ISBN 9780778719991
38. *What are Food Chains and Webs?*, by Bobbie Kalman and Jacqueline Langille (Crabtree Publishing Company, 2005) ISBN 0865058881
39. *Who Eats What?: Food Chains and Food Webs*, by Patricia Lauber (HarperCollins Publishers, 1995) ISBN 0064451305

## Teacher/Family Resources

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40. Dr. Seuss' The Lorax (DVD) (Universal, 2012) ASIN: B005LAIH4A
41. How-To Guide for Schoolyard Habitats  
<http://www.nwf.org/Get-Outside/Outdoor-Activities/Garden-for-Wildlife/Schoolyard-Habitats/Create/How-To-Guide.aspx>
42. Nature Explore Family Club  
<http://www.arboday.org/explore/families/FamiliesClub.cfm>
43. Project Wild, by the Western Regional Environmental Education Council (1983)

## Websites

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44. Animal Diet Game: Herbivores, Omnivores, and Carnivores  
<http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm>
45. Arbor Day Foundation  
<http://www.arboday.org/>
46. EcoKids  
<http://www.ecokids.ca/pub/index.cfm>
47. Ecology Kids  
<http://www.ecology.com/ecology-kids/water-water-everywhere>
48. Endangered Animals  
[http://www.sheppardsoftware.com/content/animals/kidscorner/endangered\\_animals/endangeredanimals\\_1.htm](http://www.sheppardsoftware.com/content/animals/kidscorner/endangered_animals/endangeredanimals_1.htm)
49. Food Chain Game  
<http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm>
50. Kids Do Ecology  
<http://kids.nceas.ucsb.edu/index.html>
51. Kid's Ecology Corps  
<http://www.kidsecologycorps.org>
52. The Magic School Bus Gets Eaten, Part 1  
<http://www.youtube.com/watch?v=KM-xOzLL27o>

Name: \_\_\_\_\_

**1B-2**  
continued

Take-Home  
Worksheet



53. The Magic School Bus Gets Eaten, Part 2  
<http://www.youtube.com/watch?v=wrZUKcKhq30>
54. National Wildlife Federation Kids' Page  
<http://www.nwf.org/Kids.aspx>
55. Project Learning Tree  
<http://www.plt.org/-connecting-kids-to-nature>
56. Recycling Video  
<http://www.youtube.com/watch?v=jrIO8y6xe-o>
57. Tip Tank Water Conservation Game  
<http://www.wateruseitwisely.com/kids/tip-tank-game.php>
58. Trash Smash: Clean Up and Recycle Game  
[http://games.noaa.gov/trash\\_smash](http://games.noaa.gov/trash_smash)

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Name: \_\_\_\_\_

*Directions: Answer the questions about producers, consumers, and decomposers. On the back of the worksheet, draw a picture of a food chain that includes at least one producer, consumer, and decomposer. Use arrows to demonstrate the circular flow of energy in the food chain.*

How do producers get their food? What is an example of a producer?

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How do consumers get their food? What is an example of a consumer?

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How do decomposers get their food? What is an example of a decomposer?

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Name: \_\_\_\_\_

## Natural Disasters

One natural disaster is:

\_\_\_\_\_

This natural disaster happens when:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One effect of this natural disaster is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Another effect of this natural disaster is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Directions: Choose a natural disaster that you heard about today: drought, volcanoes, plagues, earthquakes, flooding, fires, mudslides, and dust storms. Fill in the information based on your chosen natural disaster.*

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Name: \_\_\_\_\_



## Dear Family Members,

Your child has been hearing about ecology, or the study of how living things relate to their environments. S/he will be learning that ecosystems are always changing, that those changes can be caused by either natural events or human actions, and that people can do things to protect the environment, such as conserve resources and reuse or recycle items.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about ecology.

### 1. Draw and Write

Your child will be hearing about ways nature can send an ecosystem into disequilibrium. Among these natural occurrences are droughts, storms (such as hurricanes), diseases, volcanic eruptions, earthquakes, floods, and fires. Ask your child to draw a picture of one of the natural occurrences and write about the way in which this natural occurrence can cause disequilibrium in an ecosystem.

Your child will learn about another natural occurrence that is not a natural disaster but can also affect the balance in an ecosystem: a change in the balance between predator and prey. Ask your child to draw a predator and prey diagram and explain how an ecosystem can be sent into disequilibrium when there is a change in the relationship between predator and prey.

### 2. Topics to Discuss

Your child will be hearing about ways in which human activity causes disequilibrium in an ecosystem. Discuss with your child some human activities that cause disequilibrium in nature, such as over-crowding, poor management of natural resources, over-farming and use of chemical fertilizers, use of pesticides, use of fossil fuels that may create greenhouse gases that contribute to a rise in Earth's temperature, and activities that cause an increase in air and water pollution. Discuss with your child ways s/he can help protect the planet from dangerous changes that affect the balance of nature.

### 3. Protecting the Environment

Your child will be hearing about different ways s/he can help protect the environment. Discuss with your child one or more actions your child would like to take to help maintain a balance of nature. For example, your child may decide s/he would like to protect the earth or conserve its resources by taking shorter showers; turning off the water faucet when brushing teeth; doing laundry only when there is a full load to wash; collecting rainwater to use to water plants; picking up litter along the waterways and streets of your community; properly disposing of old paints, car oil, weed killers, and leftover cleaning products; turning off lights and appliances when not in use; closing windows and doors when using heat or air conditioning; carpooling, walking, or using public transportation; reusing or recycling items such as paper, plastic, and glass; and composting.

When your child determines the way s/he would like to protect the earth or conserve its resources, you may wish to have your child make a sign or poster that will remind your child how s/he can accomplish these goals. For example, if your child decides s/he will conserve water by turning off the faucet while brushing teeth, s/he may make a sign to hang in the bathroom as a reminder. Similarly, if s/he decides to make a greater effort to turn off lights when not in use, s/he may make signs to place on several light switches.

#### **4. Sayings and Phrases: On Its Last Legs**

Your child will be learning the saying “on its last legs.” Talk with your child about the meaning of this phrase. In reference to this saying, discuss with your child something that is worn out, or dying. Ask your child to share with you why the eagle was once “on its last legs.” Discuss with your child an ecosystem or species that is on its last legs. Find other opportunities to use this saying.

#### **5. Words to Use**

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *periodic*—The ancient Romans had periodic gatherings for events like chariot races and gladiator fights.
- *leach*—Faye had left her watercolors at the park, and when she returned a few days later, she discovered that her paints had started to leach into the ground due to all of the rain.
- *finite*—Many of Earth’s resources are finite, and we must learn to conserve and manage these resources so they will be available for future generations.
- *pesticides*—Organic fruits and vegetables are grown without the use of chemicals and pesticides.
- *stewards*—In an effort to be good stewards of the Earth, Niall and his family try not to create any trash;—they have a compost container and a recycling bin so that all their waste can be reused.

#### **6. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. Please refer to the list sent home with the previous family letter of recommended trade books related to ecology that may be found at the library, as well as the list of informative websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: \_\_\_\_\_

## The Dust Bowl

In the 1930s, the United States went through some very hard times. One serious problem was an event that lasted for eight years: the Dust Bowl. The Dust Bowl is the name for the time when crops could not grow and dust blew around in parts of Kansas, Colorado, New Mexico, Oklahoma, and Texas. There were dust storms, and large clouds of dust would pass over the land. In one major Dust Bowl storm, the dust cloud was 1,800 miles wide! During a Dust Bowl storm, the sky would turn dark, people could not see very well, and gritty dust would cover everything.

What caused the Dust Bowl to take place? First of all, farmers were overusing the land. They removed grasses native to the area, making more room for their crops. They did not give the soil time to replenish itself. The farmers also planted rows and rows of the same crop. All of these things stripped the topsoil, and the soil became weak. Also, in 1931, a drought hit, drying up all the land. Without rain, crops could not grow. With loose, weak soil, dry conditions, and strong winds, the soil was picked right up and rolled along as a big dust cloud. The drought ended in 1939, but it took more than rain to end the Dust Bowl. Farmers had to change their practices, too, to help restore the balance of nature.

*Directions: Read the paragraphs about the Dust Bowl, and then answer the following questions.*



1. Where and when did the Dust Bowl take place?

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2. Is the Dust Bowl an example of the balance of nature or an imbalance in nature?

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3. What natural disaster contributed to the Dust Bowl?

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Name: \_\_\_\_\_

4. What human practices contributed to the Dust Bowl?

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5. Do you think another dust bowl could happen again today?  
Why or why not?

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Name: \_\_\_\_\_

*Directions: Listen to the sentence and the three words read by the teacher. Circle the word that best completes the sentence.*

1.            habitat                            ecosystem                            food chain

2.            rock    habitat                                    ecosystems

3.            ecology                                        astronomy                                        history

4.            make    eat    kill

5.            eat    create    buy

6.            decomposers                                        producers                                        consumers










7.            changing                                        stable                                        devastating

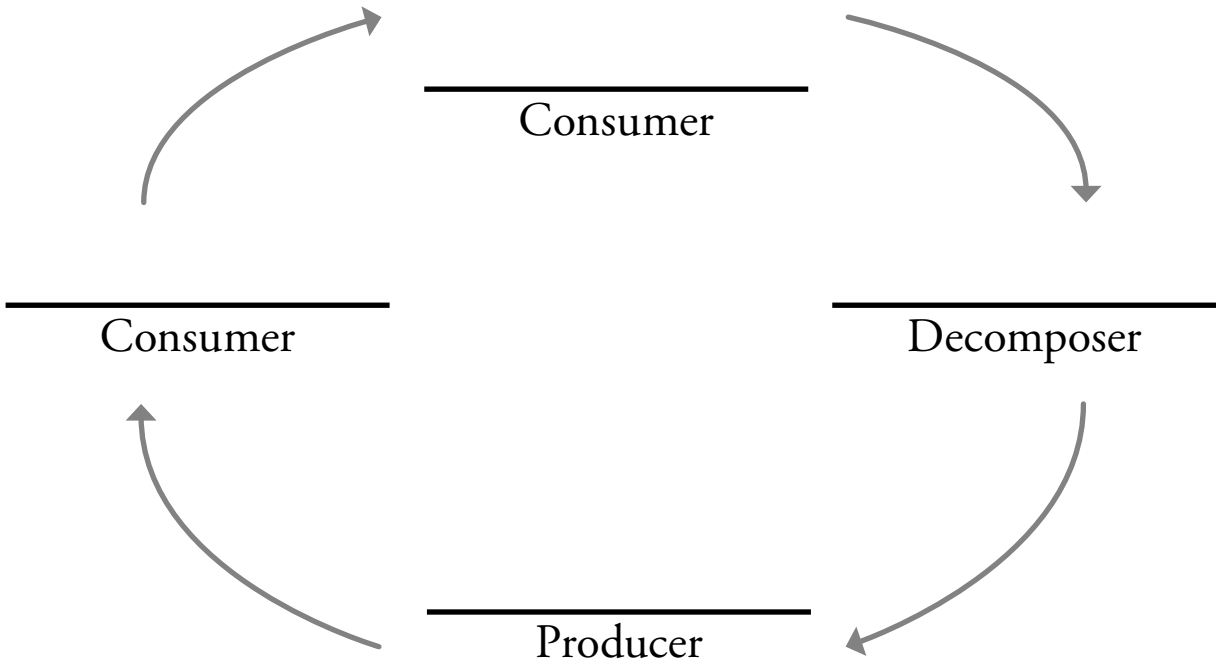
8.            chain    pyramid    web

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Name: \_\_\_\_\_

*Directions: Pick four organisms—a producer, two consumers, and a decomposer—and create a food chain.*

 <p><b>Mushroom</b></p>	 <p><b>Wheat Field</b></p>	 <p><b>Rabbit</b></p>
 <p><b>Owl</b></p>	 <p><b>Worm</b></p>	 <p><b>Beetle</b></p>
 <p><b>Grass</b></p>	 <p><b>Mouse</b></p>	 <p><b>Fox</b></p>



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Name: \_\_\_\_\_

*Directions: Read along as your teacher reads each sentence. Think about the answer to the question. Write one or two complete sentences to answer each question.*

1. Why do certain organisms, or living things, exist in certain habitats?

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2. What are two ways that humans have changed ecosystems?

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3. What are two things you can do to help protect Earth?

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4. Why might the disappearance of one species from an ecosystem affect the survival of others?

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5. What is an example of a natural disaster and the changes it can cause to an ecosystem?

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# CORE KNOWLEDGE LANGUAGE ARTS

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# Domains 9 - 11

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